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ABSTRACT

Presented is a series of 88 lessons designed by classroom teachers to help junior high school students reinforce social studies skills. Lessons are categorized into four main skill areas: (1) using reference aids; (2) understanding tables, graphs, and cartoons; (3) developing graphic skills; and (4) evaluating information. For each skill area, information is presented on general objectives, skill categories, vocabulary, and materials. The lessons, presented in the form of worksheets which students are directed to complete, can be used in any sequence, emphasize general social studies concepts, and can be used in a wide variety of courses and grade level settings. Activities involve students in filling in the blanks, analyzing readings, discussing issues in class, answering questions about graphs, charts, and tables, and interpreting tables of contents. By participating in the program, students will reinforce skills such as using library reference aids, using books and magazines, constructing and interpreting tables, graphs, and cartoons, identifying continents and oceans, reading map directions, locating places on maps and globes, calculating mileage, identifying fact, opinion, and bias, identifying primary and secondary sources, and assessing source reliability. The document is presented in loose leaf format to facilitate removal and duplication of material. (DB)

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SELECTED SOCIAL STUDIES SKILLS

88 Reinforcement Lessons For Secondary Students

Edited by Stuart Stockhaus

Developed by

Vernon Ege, Hosterman Junior High School
Loren Gelle, Plymouth Junior High School
Virginia Peterson, Plymouth Junior High School
Zenith Santee, Robbinsdale Junior High School
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Independent School District 281
Robbinsdale (Minnesota) Area Schools

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PREFACE

One of the primary functions of ERIC/ChESS is to search out worthy social studies materials which, because they have not been commercially published and distributed, would otherwise be denied the audience they deserve.

Among the more elusive of these documents, we have found, are classroom materials developed by local teachers or school districts. With the exception of those that have been collected by state education departments or described in state social studies newsletters, we are seldom able to learn much about such materials. Yet a surprising proportion of those few we have had a chance to see are deserving of wider dissemination.

This publication represents a happy exception to that general rule. In this case, we knew that five junior-high-school teachers from a suburban Minnesota school district had developed a successful series of lessons specifically designed to reinforce those social studies skills in which (as was revealed by diagnostic testing) their students were most likely to be deficient. With the help and coordination of Dr. Stuart Stockhaus, social studies coordinator for the district, they revised and reworked the lessons in order to make them more appropriate and useful for a broader audience. The lessons are being presented here in a looseleaf format so that teachers may easily remove and duplicate them.

We are pleased to publish these skill-reinforcement lessons as part of our ongoing effort to provide practical resources for classroom teachers.

James E. Davis
Associate Director, ERIC/ChESS and SSEC

EDITOR'S NOTE

These skill-reinforcement lessons are primarily the work of five junior-high-school social studies teachers: Vernon Ege, Loren Gelle, Virginia Peterson, Zenith Santee, and Jane Warren. During the time the lessons were written, all five authors were teaching in Independent School District 281, Robbinsdale (Minnesota) Area Schools--Gelle and Peterson at Plymouth Junior High, Ege at Hosterman Junior High, Santee at Robbinsdale Junior High, and Warren at Sandburg Junior High.

Originally developed as one component of a diagnostic testing and remediation model for junior-high-school students in our district, these lessons were designed to help students acquire and strengthen specific skills and subskills in certain critical areas. Because they are neither sequential nor content-specific, the lessons can be used in a wide variety of course and grade-level settings, either with individual students or with an entire class. Two or more lessons have been provided for each subskill; some students may need to complete only one of the exercises in order to attain the desired learning objective, while others may need further work and reinforcement.

During the five years that we have used the program in our district, teachers have found it to be effective not only with junior-high students but also for senior-high students who need remediation. We have also used the lessons with students who are being mainstreamed at both junior-high and senior-high levels. We hope that other districts that use these materials will find them as useful as we have.

Stuart Stockhaus
District Social Studies Coordinator
Independent School District 281
Robbinsdale (Minnesota) Area Schools

New Hope, Minnesota
June 1978

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1. USING REFERENCE AIDS (LESSONS 1-17)

Social studies teachers expect secondary students to be able to locate and effectively use reference materials. The lessons in this section are designed to help students use such reference aids in books as well as locate and use library resources.

Three subskills have been treated in this section: (1) using aids in books and magazines, (2) using library reference aids, and (3) using general reference books. Two or three lessons have been provided for each subskill. These lessons are not sequential; each is complete in itself and can be used independently. A teacher may choose to have students complete one or all the lessons for reinforcement of each subskill.

Generally, no special materials are required for this section except for the lessons on using general reference books. For these lessons, encylopedias, dictionaries, atlases, and recent almanacs will be needed. For the lessons on using library reference aids, it would be useful to take the students to the school or local library and let them look at and work with an actual card catalog and issues of the *Readers' Guide*.

Name ____________________

Class ____________________

TABLE OF CONTENTS: LESSON 1, BOOKS

The table of contents in a book is always located near the beginning of the book. It is a list of the titles and page numbers of the chapters in the book.

Using the information in the statements above, choose the best answer to each of the questions that follow.

1. The table of contents is found in what part of a book? __________
   - A. Beginning
   - B. Middle
   - C. End

2. The table of contents is a list of what kinds of things in a book?

   ____
   - A. Words
   - B. Ideas
   - C. Chapter titles

3. Besides the title, what other information does the table of contents give about each chapter? __________
   - A. Page number
   - B. Difficulty
   - C. Degree of importance

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 1. BOOKS

Page 2

Here is the table of contents from the book *Petticoat Politics* by Doris Faber (West Caldwell, N.J.: Lothrop, 1967). Read it carefully and then choose the best answers to the questions that follow.

Table of Contents A

Chapter No.	Chapter Title	Page No.
1	Half a Pair of Scissors?	9
2	Behind the Bar	22
3	Why, Lizzie, Thee Will Make Us Ridiculous!	32
4	Enter Susan	42
5	Of Bloomers and Ballots	53
6	"It's the Negro Hour!"	63
7	Comes the Revolution	74
8	Jail?	86
9	The Wild Women of England	102

4. The country mentioned in Chapter 9 is ___________

   A. United States

   B. Negro

   C. England

Go on to the next page of this lesson.

Name ________________________________

Class ________________________________

TABLE OF CONTENTS: LESSON 1, BOOKS

Page 3

5. Girls' names are used in two of the chapter titles. These are the titles of which two chapters? ____________

   A. 4 and 9

   B. 3 and 4

   C. 5 and 8

6. If you do not know what bloomers or ballots are, you might find out by starting to read on what page? ____________

   A. 1

   B. 9

   C. 53

7. As far as you can tell from looking at the page numbers on which the chapters start, about how many pages long is each chapter? ____________

   A. 6 to 8

   B. 10 to 12

   C. 16 to 18

8. According to the table of contents, does this book have an index?

   ____

   A. Yes

   B. No

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 1, BOOKS

Page 4

The following sample table of contents is from *Modern Sociology* by M.R. Koller and H.C. Couse (New York: Holt, Rinehart and Winston, 1969). Read it and then choose the best answers to the questions that follow.

Table of Contents B

Chapter No.	Chapter Title	Page No.
1	The Science of Sociology	2
2	Studying Human Groups	16
3	The Meaning of Culture	30
4	Cultural Variations	43
5	Cultural Values and Social Control	63
6	The Individual and His Personality	76
7	Social Class Systems	90
8	Social Institutions	113
9	The Family	116

9. In which chapter would you find information about the meaning of culture? ____________

   A. 3

   B. 5

   C. 7

Go on to the next page of this lesson.

Name ______________________

Class ______________________

TABLE OF CONTENTS: LESSON 1, BOOKS

Page 5

10. On which page does the chapter on social class systems begin?

    ____

    A. 20

    B. 90

    C. 75

11. If you were interested in knowing how cultures vary, to which chapter would you turn? __________

    A. 4

    B. 8

    C. 6

12. On what page does the chapter called "Minority Groups" begin?

    ____

    A. 30

    B. 113

    C. Answer not given

13. Which one of the following three chapters appears to be the longest?

    ____

    A. 3

    B. 7

    C. 8

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 1, BOOKS

Page 6

14. Does Table of Contents B list either an index or a glossary?

    C
    ____

    A. Yes

    B. No

15. In what order are the titles of the chapters in the table of contents listed? ____________

    A. In alphabetical order

    B. In the order in which they appear in the book

    C. In order of their importance

This is the end of Lesson 1.

USING REFERENCE AIDS/Aids in Books and Magazines

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 2, BOOKS

The table of contents in a book is always located near the beginning of the book. It is a list of the titles and page numbers of the chapters in the book.

Here is the table of contents from the book *Kon-Tiki* by Thor Heyerdahl (New York: Pocket Books, 1951). Read it carefully and then choose the best answers to the questions that follow.

Table of Contents

Chapter No.	Chapter Title	Page No.
1	A Theory	9
2	An Expedition Is Born	20
3	To South America	41
4	Across the Pacific	71
5	Halfway	96
6	Across the Pacific	128
7	To the South Sea Islands	168
8	Publisher's Note	231
	Index	232

1. Which one of the following pieces of information is found in this table of contents? ____________

   A. The book is more than 200 pages long

   B. The book is about sailboats

   C. The story begins on page 1

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 2, BOOKS

Page 2

2. According to this table of contents, the book *Kon-Tiki* is about which body of water? ____________

   A. The Atlantic Ocean

   B. The Gulf of Mexico

   C. The Pacific Ocean

3. How many chapters are in the book *Kon-Tiki?*____________

   A. 1

   B. 8

   C. 10

4. Which one of the following pieces of information is provided by the table of contents? ____________

   A. What page in the book tells something about Thor Heyerdahl

   B. Which chapter in the book gives background information about the expedition

   C. The name of the author of the book

5. Which two chapters in the book probably give the most information about the Pacific Ocean? ____________

   A. 7 and 8

   B. 1 and 4

   C. 4 and 6

Go on to the next page of this lesson.

13

Name ____________________

Class ____________________

TABLE OF CONTENTS: LESSON 2, BOOKS

Page 3

6. On what page does the chapter about the South Sea Islands begin?

____

A. 71

B. 168

C. 199

7. Which of the following three chapters is the longest? __________

A. 2

B. 8

C. 6

Questions 8-14 ask you to decide whether or not you could find certain kinds of information by looking in the table of contents of this book. Write "A" if the table of contents would give you that information; write "B" if you could *not* find that information by looking in the table of contents.

8. On what page you would find a map __________

A. Yes

B. No

9. The page number on which the index begins __________

A. Yes

B. No

Go on to the next page of this lesson.

USING REFERENCE AIDS/Aids in Books and Magazines

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 2, BOOKS

Page 4

10. The exact number of pages in the book __________

A. Yes

B. No

11. The author's name __________

A. Yes

B. No

12. The page on which Chapter 5 begins __________

A. Yes

B. No

13. Which part of the story takes place in Polynesia __________

A. Yes

B. No

14. The fact that the story is about a raft trip __________

A. Yes

B. No

This is the end of Lesson 2.

20

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 3, MAGAZINES

The table of contents in a magazine is always located near the front of the magazine. It is a list of the titles of the articles in the magazine and the pages on which they begin.

Here is the table of contents of the January 1977 issue of *National Geographic* magazine. Read it carefully and use it to answer the questions that follow.

Table of Contents A

Article Title	Page No.
Mars, as Vikings See It	3
Mars, the Search for Life	9
Cuba Today	32
Puget Sound, Sea Gate of the Northwest	71
The Gentle Yamis of Orchid Island	98
Pakistan's Wild Frontier	111
Mystery of the Medicine Wheels	140

1. How many articles are in this magazine? ____________

   A. 1

   B. 4

   C. 7

2. Which one of the following pieces of information is found in this table of contents? ____________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 3, MAGAZINES
Page 2

A. Two stories are about the planet Mars

B. All of the stories are about the same topic

C. The story about Cuba starts on page 71

3. Which one of the following pieces of information is found in the table of contents? ____________

A. The names of the people who wrote the articles

B. The page on which the story about medicine wheels starts

C. Which page in the magazine contains a map of Orchid Island

4. Which story might contain information about Cuban Premier Fidel Castro?

____

A. Mars, as Vikings See It

B. Cuba Today

C. Pakistan's Wild Frontier

5. Which story is the shortest? ____________

A. Mars, as Vikings See It

B. Mars, the Search for Life

C. Mystery of the Medicine Wheels

Here is the table of contents of the January 1978 issue of *National Geographic*. Read it carefully and answer the questions that follow.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 3, MAGAZINES
Page 3

Table of Contents B

Article Title	Page No.
Moscow, the City Around Red Square	2
Treasures of the Tsars	24
Zulu King Weds a Swazi Princess	47
The Hudson: "That River's Alive"	62
A Bad Time to Be a Crocodile	90
New Zealand's Milford Track	117
Man-Powered Flight at Last	130

6. How many articles are in this issue of the magazine? ____________

   A. 1

   B. 4

   C. 7

7. Which of the following pieces of information is found in the table of contents? ____________

   A. Every issue of *National Geographic* contains seven articles

   B. One article in this issue is about alligators

   C. The article about the tsars starts on page 24

8. Which article might contain information about the history of flying?

   ____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

TABLE OF CONTENTS: LESSON 3, MAGAZINES

Page 4

A. Man-Powered Flight at Last

B. The Hudson: "That River's Alive"

C. A Bad Time to Be a Crocodile

9. The country mentioned in this table of contents is ___________

A. United States

B. Africa

C. New Zealand

10. What is this issue of the *National Geographic* about? ___________

A. Many places and things

B. Russia

C. Animals around the world

This is the end of Lesson 3.

Name ______________________________

Class ______________________________

INDEX: LESSON 4

An index of a book lists, in alphabetical order, some of the subjects mentioned in a book. It also lists the numbers of the pages on which each subject is discussed. The index is usually found at the end of a book.

Using the information in the statements above, choose the best answer to each of the questions.

1. What kinds of things in a book are listed in the index? ___________

   A. Subjects

   B. Words

   C. Chapters

2. Besides a list of the subjects discussed in a book, what other information does an index give? ___________

   A. The number of pages in the book

   B. The page or pages on which each subject is discussed

   C. How much the book costs

3. In what kind of order are the subjects in the index organized?

   ____

   A. In alphabetical order

   B. In order of their importance

   C. In the same order that they appear in the book

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 4

Page 2

Here is part of the index from the book *Holidays Around the World,* by Joseph Gaer (Waltham, Mass.: Little Brown, 1953). The number or numbers listed after each subject indicate the pages on which that subject is discussed.

Note that two of the subjects ("Christmas" and "Holiday") are also broken down into more specific subjects. For example, the index tells you that three of the pages dealing with "Christmas" include information about a Christmas "tree."

You also need to know that the letters in parentheses after some subjects stand for particular religions. For example, "(H)" after "Bali Worship Day" stands for the Hindu religion, and "(Chr)" stands for the Christian religion, or Christianity.

Read this sample index carefully and use the information it contains to choose the best answers to the questions that follow. Some of the questions will give you more information about the index.

Index A

Adam's birthday. 94, 179

Adoration of the Magi. 164

Bali Worship Day (H). 72

Birthday of the Moon (C). 10, 43-44

Ceres, Roman goddess. 159-160

Christmas (Chr). . . . . . 10, 130-137; tree. 131, 134-135;
Eve. . . . . . 132-133; carols. . . . . . 132; Day. 134

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 4

Page 3

Feast of Ramadan (M). 175-177

Egg, as symbol. 150

Hadassah, called Esther. 114

Hallcween. 155-157

High Holy Days (J). 94-100

Holiday of, the Alligator (H). . . . . . . 58; Incarnations (H). . . . . . 60-64; Tabernacles (J). . . . . .100; Seven Weeks (J). . . . . . 127-128; First Fruits (J). 128

4. Which one of the following three index entries is a holiday observed by people of the Hindu religion (H)? ____________

   A. High Holy Days

   B. Birthday of the Moon

   C. Bali Worship Day

5. Which one of the following three index entries is *not* a religious holiday? ____________

   A. Holiday of the Alligator

   B. Feast of Ramadan

   C. Hadassah

6. If you wanted to find out more about Adam's birthday, to which two pages would you turn? ________________________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 4

Page 4

7. Only one Moslem (M) holiday is listed. What is it called?

____

8. (C) stands for Confucianism. In the sample index, only one holiday is listed for this religion. What is it called? __________________

____

9. If you look closely at the index entry for "Holiday of," you will see that these two words are the first words in the full names of five different holidays. What are the *full names* of the three Jewish (J) celebrations? ______________________________ ______________________________

____

The following sample index is from *An American Revolutionary War Reader*, edited by Donald J. Sobol (New York: Franklin Watts, 1964).

Read it carefully and use the information it contains to answer the questions that follow.

Index B

Adams, Samuel. 13, 106

Allen, Ethan. 67, 106-107, 168, 170

Arnold, Benedict. 170, 208

    as brigadier general. 207

    Canadian campaign. 172

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Name ______________________________

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INDEX: LESSON 4

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escape of. 205-206
treason of. 120-124, 202
George Washington and. 156
"Black Dick" (see Howe, Richard)
Crises, The (Paine). 72-73
Dawes, William. 9, 13
Howe, Richard. 58, 175, 185, 193
Paine, Thomas. . . . 34, 72-73, 111
Treason. . . . . . 120 (see also Benedict Arnold)
Vulture (warship). 124, 206

10. Look up "*The Crises.*" What name is given in parentheses after that entry? ______________________________

11. Look for an entry that matches your answer to question 10. Two of the pages listed for that entry are also listed for "*The Crises.*" What are they? ____________________

12. One of the subjects listed under the entry "Benedict Arnold" also has its own entry in the sample index. Which subject is this?

____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 4

Page 6

13. To what four pages could you turn to find out about "Black Dick"?

____

14. Which of the index entries has to do with a warship?

____

This is the end of Lesson 4.

Name ______________________________

Class ______________________________

INDEX: LESSON 5

An index for a book lists, in alphabetical order, some of the subjects mentioned in a book. It also lists the numbers of the pages on which each subject is discussed. The index is usually found at the end of a book.

Here is part of the index from *The French and Indian War,* by Col. Red Reeder (Nashville: Thomas Nelson, 1972). Read it and use the information it contains to answer the questions that follow.

Index A

Acadians. 64, 82

Codfish industry. 28, 29, 127

Coureurs de bois. 36

Cumberland, Fort. 69, 79

Detroit, Fort. 163

Duquesne, Fort. 51, 60, 64, 73, 74, 130, 132, 133

Forts: Albany. 88

  Cumberland. 69, 79

  Detroit. 163

  Frontenac. 98, 102, 127

Fur trade. 35, 55, 127, 160

Huger, Isaac. 179

Iroquois (see Six Nations)

Jesuits. 21

Six Nations (Iroquois Confederacy). 34

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Page 2

Washington, George. 44, 71, 79, 130, 131
  and Forbes. 129
  helps Braddock. 66
  re future of country. 51
  at start of war. 52, 53

1. On what page would you expect to find a description of the fur trade during the French and Indian War? ______________________________

2. How many pages in this book talk about *coureurs de bois?*

____

3. In checking the listing on the Iroquois, you are directed to look elsewhere. On what page would you find information about the Iroquois?

____

4. Some of the entries in the sample index are listed more than once. Name one of these entries. ______________________________

5. In this sample index, which subject (including its subtopics) lists the largest number of pages? ______________________________

6. Where in a book would you usually find the index? ____________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 5
Page 3

A. Beginning

B. Middle

C. End

7. What kind of information does an index in a book provide about the subjects of the entries? ____________

A. The pages on which each subject is discussed

B. The number of words used in discussing each subject

C. Definitions of the subjects

The following sample index is from the book *Prehistoric America*, by Anne Terry White. (New York: Random House, 1951). Use the information it contains to answer the questions that follow.

Index B

Agassiz, Lake. 104

Atlatls. 142, 144

Bering Strait. 129

Bonneville Lake, Utah 100-101

"Cardiff Giant". 108

Chalk lands. 33, 35

Dragons. 34, 35

Equus, the modern horse. 93-96

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INDEX: LESSON 5

Page 4

Flints. 116-120, 161

Geological time. 169-178

Grand Canyon. 22-27, 173

Java man. 107, 109

"Minnesota Man". 110-114

Mound builders. 154-167

Obsidian. 163-166

Petrified wood. 29

Quicksand. 47, 53-54

8. On what page in the book is "Minnesota Man" first mentioned? ___________

9. If you knew nothing about "atlatls," on what pages would you expect to find information about that subject? ______________________

10. What two lakes are listed in the sample index? __________________ __________________________________

11. On *how many* pages is "quicksand" discussed? __________

12. *How many* pages discuss the Grand Canyon? __________

13. How many subjects listed in this index are discussed on only *one* page? __________

Go on to the next page of this lesson.

Name ______________________________

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INDEX: LESSON 5

Page 5

14. Which subject in the index is discussed on the *most* pages?

____

15. In some cases, the same page is listed for more than one subject. This is true for one of the following pairs of subjects. Which one?

____

A. Flints and Bering Strait

B. Grand Canyon and geological time

C. Java man and obsidian

This is the end of Lesson 5.

Name ______________________________

Class ______________________________

INDEX: LESSON 6

An index of a book lists, in alphabetical order, some of the subjects mentioned in a book. It also lists the numbers of the pages on which each subject is discussed. An index is usually found at the end of a book.

Here is part of the index from *Aborigines of Australia* by Olga Hoyt (West Caldwell, N.J.: Lothrop, 1969). Read it and use the information it contains to answer the questions that follow.

Index A

- Aborigine, meaning of. 11-12
- Aborigines
    - arrival of, in Australia. 14-15
    - daily life of. 24-30
    - description of. 12
    - race of. 14
    - social organization of. 33-36
- Animals
    - dingo. 14, 23-24, 38, 71, 97-98
    - kangaroo. 19, 25-27, 58, 63, 67, 70-71, 79-80, 96
    - koala. 71, 80, 98
    - rabbit. 25
- Billabong. 98
- Boomerang. . . . . . see Weapons
- Clans. 34

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Name ______________________________

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INDEX: LESSON 6

Page 2

Digging stick. 27, 39, 49, 55, 67

Education. 114, 119-120

1. On what page of the book would you look to find out what a billabong is?

   ____

2. On what page would expect to find a description of an aborigine?

   ____

3. On *how many* pages of this book is the kangaroo mentioned? (Be sure to count them all.) ____________

4. Of the following three subjects, which one is talked about on the *fewest* pages? ____________

   A. Aborigine, meaning of

   B. Digging stick

   C. Rabbit

5. What page number is listed for both kangaroo and koala? ____________

6. If you wanted to find out about boomerangs, you would be directed to another subject within the index. What is this subject?

   ____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 6
Page 3

7. Look at the sample index under the subject "Animals." In what order are the different animals listed? ___________

   A. In alphabetical order

   B. In order of decreasing size

   C. In the order in which they appear in the book

Here is a part of the index from a book on public opinion entitled *What Do You Think?* by Ruth Short (Abilene, Texas: Quality Publications, 1972). Read it and use the information it contains to answer the questions that follow.

Index B

facts. 130-138

family, influence on opinions. 37-42

flattery. 136-137

Gallup Poll. 13, 15-16, 99, 100, 110-114, 148, 149, 150

income of teenagers. 88

interviewing. 173-174

key groups in political research. 115-116

Louis Harris. 110, 116

Negro families, consumer behavior. 79-80

opinion. . . . . . 14 (see also political opinion forming. . . . . . 32-50)

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Name ______________________________

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INDEX: LESSON 6

Page 4

polls as expression of public opinion. 99-100

judging. 114-115

private. 115

public. 110-114

8. If you wanted to find out how to judge polls, to what pages would you turn? ________________________

9. Which subject is discussed on pages 173-174?

____

10. Which of the following subjects is discussed on the *most* pages?

____

A. Gallup Poll

B. Polls, private

C. Opinion forming

11. The subject "opinion" has a "see also" note. To what subject does the "see also" note direct you to turn? ___________________________________

12. In what part of a book is the index usually found? ____________

A. Beginning

B. Middle

C. End

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INDEX: LESSON 6

Page 5

13. What kinds of things in a book are listed in the index? ___________

    A. Chapter titles

    B. Subjects

    C. Definitions of terms

14. In what kind of order are the subjects in the index listed?

    ____

    A. In order of their importance

    B. In the order in which they appear in the book

    C. In alphabetical order

15. Besides a list of some of the subjects mentioned in a book, what other information does an index contain? ___________

    A. Definitions of terms used in the book

    B. Titles of the chapters in the book

    C. Numbers of the pages on which each subject is discussed

This is the end of Lesson 6.

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Name ____________________

Class ____________________

GLOSSARY: LESSON 7

The glossary of a book provides definitions of some of the words used in the book. These words are listed in alphabetical order. The glossary is usually found at the end of a book.

Using the information in the statements above, choose the best answer to each of the following questions.

1. What kinds of things in a book are listed in the glossary? ________
   - A. Subjects
   - B. Words
   - C. Chapter titles

2. What information does a glossary provide about each of the words it lists? ________
   - A. Definition
   - B. Page numbers on which it appears
   - C. Pronunciation

3. In what kind of order are the words in the glossary organized? ________
   - A. In alphabetical order
   - B. In order of their importance
   - C. In order of their difficulty

4. In what part of a book is a glossary usually found? ________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 7

Page 2

A. Beginning

B. Middle

C. End

Here is part of the glossary from the book *Stone Age Peoples Today*, by Gordon C. Baldwin (New York: William Scott, 1954). Read it and use the information it contains to choose the best answers to the questions that follow.

Glossary A

Amulet--A small object worn as a charm for protection against supernatural or magical danger.

Archaeology--The study of the material remains of prehistoric cultures.

Clan--A social unit based on kinship through one parent only.

Kayak--An Eskimo one-man, skin-covered boat.

Potlatch--A Northwest Coast ceremony in which property is given away or destroyed.

Shaman--Primitive priest or medicine man.

Tundra--The treeless Arctic plain with permanently frozen subsoil.

5. According to the glossary, what is a kayak? ____________________

A. A social unit

B. A charm

C. A one-man boat

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 7

Page 3

6. The study of the material remains of prehistoric cultures is called what? ____________

   A. Amulet

   B. Clan

   C. Archaeology

7. On what continent is the taro plant found? ____________

   A. Africa

   B. Asia

   C. The answer is not given in the glossary

8. Which word means a social unit based on kinship through one parent only? ___________

   A. Amulet

   B. Clan

   C. Potlatch

9. If the word "taro" were included in this sample glossary, where would you expect to find it? ____________

   A. Between "Archaeology" and "Clan"

   B. Between "Shaman" and "Tundra"

   C. After "Tundra"

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Name ______________________________

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GLOSSARY: LESSON 7

Page 4

Here is part of the glossary from the book *Modern Sociology* by M.R. Koller and H.C. Couse (New York: Holt, Rinehart and Winston, 1969). Read it and use the information it contains to answer the questions that follow.

Glossary B

archaeology. . . . . . The scientific study of early cultures, with emphasis on artifacts.

artifacts. . . . . . Man-made objects surviving from earlier cultures.

bilateral (descent). . . . . . The tracing of descent through both the maternal and paternal sides of the family.

bureaucracy. . . . . . A form of organization characterized by specialization, departmentalization, and a hierarchy of authority based on rank.

conflict. . . . . . A universal social process consisting of the clash between two or more rivals.

cultural values. . . . . . Assumptions shared by the members of a society as to what is right or wrong, good or bad, important or unimportant.

10. According to the glossary, what are cultural values? ____________

    A. Universal social processes

    B. Assumptions shared by members of a society

    C. The answer is not given in the glossary

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Name ______________________________

Class ______________________________

GLOSSARY: LESSON 7

Page 5

11. In the definition of archaeology, the word "artifacts" is used. By further checking the glossary, you can find that the word "artifacts" means ____________

    A. Man-made objects

    B. Social processes

    C. Assumptions

12. The terms "specialization" and "hierarchy of authority" appear in the definition of which glossary word? ____________

    A. Archaeology

    B. Bilateral

    C. Bureaucracy

13. True or false: Bilateral descent is traced through both the maternal and paternal sides of the family. ________________________

14. What glossary word means a universal social process consisting of the clash between two or more rivals? ____________

    A. Descent

    B. Specialization

    C. Conflict

15. On which page in the book are the cultural values of Americans discussed? ____________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 7

Page 6

A. 56

B. 89

C. The answer is not given in the glossary

This is the end of Lesson 7.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 8

The glossary of a book provides definitions of some of the words used in the book. These words are listed in alphabetical order. A glossary is usually found at the end of a book.

Here is part of a glossary of military terms from the book *Yankee Doodle Boy,* edited by George F. Scheer (New York: W.W. Norton, 1964). Using the information it contains, answer the questions that follow.

Glossary A

Abatis: a defense made by placing felled trees so that their branches are turned toward the enemy.

Battery: any place where cannon are mounted.

Billet: to house soldiers in private houses. Also, the place where they are thus housed.

Cantonment: the place of encampment of troops for an extended stay during a campaign or while in winter quarters.

Fieldpiece: a lightweight cannon, mounted on a two-wheel carriage, for use on a field of battle.

Grapeshot: solid, small round shot.

Light Infantry: a special corps of young officers and men drawn from the regular regiment. They had to be agile, rugged and trustworthy, and were used for special and difficult missions.

Muster: a review of troops to see if their arms are complete and in good order.

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Name ______________________________

Class ______________________________

GLOSSARY: LESSON 8

Page 2

Quarter: mercy or life granted an enemy vanquished in battle or who had surrendered.

1. A place where cannon are mounted is called a ____________
   - A. Battery
   - B. Billet
   - C. Muster

2. A lightweight cannon is called a ____________
   - A. Billet
   - B. Muster
   - C. Fieldpiece

3. In a military glossary "quarter" means what? ____________
   - A. Twenty-five cents
   - B. To cut in fourths
   - C. Mercy

4. The term meaning "to house soldiers in private houses" is ____________
   - A. Billet
   - B. Muster
   - C. Cantonment

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 8

Page 3

5. A review of troops to see if their arms are complete is called

____

A. Billet

B. Cantonment

C. Muster

6. In what kind of order are the terms in this glossary arranged?

____

A. In alphabetical order

B. In order of their importance

C. In order of their appearance in the book

7. If you wanted to shoot a big hole in something, according to the military glossary you might use ____________

A. A billet

B. A fieldpiece

C. Grapeshot

Here is part of the glossary in the book *Good Digging: The Story of Anthropology,* by Dorothy and Joseph Samachson (Chippewa Falls, Wisc.: Hale, 1960). Read it and use the information it contains to answer the questions that follow.

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Name ______________________________

Class ______________________________

GLOSSARY: LESSON 8

Page 4

Glossary B

Aramaic: A group of Semitic languages, including the language used by Christ.

Artifact: An object, or alteration in a natural object, produced by human workmanship.

Aryan: The original Indo-European language.

Bronze Age: A stage in human culture in which tools were made of an alloy of copper and tin.

Camera lucida: A device which projects the image of an object on paper to permit tracing of its outline.

Cryptography: The study of cipher writing and secret characters.

Cuneiform: The form of writing used by the Sumerians and other ancient peoples.

Demotic script: The simplified, popular form which arose out of Egyptian writing.

8. An alloy of copper and tin was used in what stage of human culture?

____

9. The language spoken by most people in the United States comes from the Indo-European. What was the original Indo-European language?

____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 8

Page 5

10. If you wanted to write notes in code, using secret characters, which glossary word would you want to know more about?

____

11. Our present-day writing is a form of demotic script. From what ancient culture did it arise? ____________

    A. Semitic

    B. Sumerian

    C. Egyptian

12. Could you take a good picture of your best friend with a camera lucida? ____________

13. What information does the glossary in a book contain? ____________

    A. Definitions of words and terms used in the book

    B. The dates of events described in the book

    C. The page numbers and titles of the chapters in the book

14. In what part of a book is the glossary usually found? ____________

    A. Beginning

    B. Middle

    C. End

This is the end of Lesson 8.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 9

The glossary of a book provides definitions of some of the words used in the book. These words are listed in alphabetical order. The glossary is usually found at the end of a book.

Here is part of the glossary of the book *Stampede to Timberline,* by Muriel Wolle (Chicago: Swallow Press, 1949). Use the information it contains to answer the questions that follow.

Glossary

Bar: Accumulation of gravel along the banks of a stream; when worked by the miners for gold these accumulations are called bar diggings.

Chimney: An ore shoot. A natural vent or opening in the earth, as a volcano.

Cribbing: Close timbering, as the lining of a shaft.

Face: The surface exposed by excavation.

Galena: The most-common lead mineral.

Giant powder: A form of dynamite.

Mill: An establishment for reducing ores by means other than smelting.

Pan: To wash earth, gravel, etc. in a pan when searching for gold.

Skip: A large hoisting bucket.

Tailings: The worthless slimes left behind after the valuable portion of the ore has been separated out by dressing or concentration.

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Name ______________________________

Class ______________________________

GLOSSARY: LESSON 9

Page 2

1. In this book, the word "skip" is used to mean ___________

   A. A combination hop and run

   B. A form of dynamite

   C. A large hoisting bucket

2. How does the glossary define "chimney"? ___________

   A. A natural vent or opening in the earth, as a volcano

   B. The part of the fireplace that smoke comes out of

   C. Close timbering, as the lining of a shaft

3. Which of the following explanations comes closest to the meaning of the word "bar"? ___________

   A. A place where liquor is served

   B. A tool used in mining

   C. A place in a creek where gold might be found

4. In what kind of order are the terms in this glossary listed? ___________

   A. In numerical order

   B. In alphabetical order

   C. In order of their importance

Go on to the next page of this lesson.

Name ________________________________

Class ________________________________

GLOSSARY: LESSON 9

Page 3

5. What is the most-common lead mineral?____________

   A. Galena

   B. Gold

   C. The answer is not given in the glossary

6. Which of the following reference aids and books does a glossary resemble? ____________

   A. Table of contents

   B. Telephone directory

   C. Dictionary

7. What is a glossary used for? ____________

   A. To learn the meanings of words and terms in a book

   B. To locate places on a map

   C. To find out where certain words are located in the book

8. On which page would you find information about cribbing?____________

   A. 1

   B. 300

   C. The answer is not given in the glossary

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

GLOSSARY: LESSON 9

Page 4

9. What kind of words are found in the glossary of a book? ____________

   A. Common words

   B. Words that might need special explanations

   C. Words that are in the index

10. Which of the following terms means a form of dynamite? ____________

   A. Bar

   B. Cribbing

   C. Giant powder

This is the end of Lesson 9.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 10

The *Readers' Guide to Periodical Literature* is an index to the articles published in more than 100 commonly used magazines. (Some school libraries have the *Abridged Readers' Guide*, which is the same except that it indexes fewer magazines.) Magazine articles are indexed in the *Readers' Guide* by subject and by author in one alphabetical list.

Besides the subject, title, and author's name, the *Readers' Guide* provides the following information about each article: (1) the name of the magazine in which the article appeared, (2) the number of the volume of the issue in which the article appeared, (3) the publication date of the issue in which the article appeared, (4) the page or pages of the magazine on which the article appeared, and (5) whether the article has pictures or other illustrations.

On the basis of the information given in the paragraph above, decide whether each of the following statements about the *Readers' Guide* is true or false.

1. The *Readers' Guide* is an index to magazine articles. ______________

2. The *Readers' Guide* lists articles under their subjects and under the names of their authors. ________________________

3. The subjects and authors in the *Readers' Guide* are listed in alphabetical order. ________________________

4. The *Readers' Guide* tells you the name of the magazine in which an article appeared. ________________________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 10

Page 2

5. The *Readers' Guide* tells you the name of the author of an article.

   ____

6. The *Readers' Guide* tells you of the pages of the magazine on which an article appears. __________________________

7. The *Readers' Guide* tells you the title of an article.

   ____

8. The *Readers' Guide* tells you whether an article has illustrations.

   ____

9. The *Readers' Guide* tells you whether an article is easy or hard to read. __________________________

10. Not every magazine is indexed in the *Readers' Guide*.

    ____

11. If you wanted to find some information about a certain subject, you could look up that subject in the *Readers' Guide* to see if any articles had been published about it. __________________________

Much of the information in the *Reader's Guide* is abbreviated. For example, the magazine *Reader's Digest* is abbreviated as "Read Di." The abbreviations used are explained in a key at the beginning of each volume of the *Readers' Guide*.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 10

Page 3

The various kinds of information provided in the *Readers' Guide* are listed in the same order for every entry. First the subject or author's name appears on a separate line by itself. Then come the title, the author's name (if it has not already been given), information about illustrations, name of the magazine, volume number of the magazine, page or pages on which the article appears, and finally the publication date.

A sample entry in the *Readers' Guide* might look like this:

PHOTOGRAPHY
For better holiday pictures: open your mind first. K. Poli.
il Pop Phot 66:78-9+ Ja '70

That entry gives you the following information: an illustrated article about photography entitled "For Better Holiday Pictures: Open Your Mind First," written by K. Poli, appeared in volume 66 of the magazine *Popular Photography*. The article began on pages 78 and 79 and was continued (+) on other pages. The publication date of that issue of the magazine was January 1970.

This lesson contains two more sample entries from the *Readers' Guide*. Study them carefully and answer the questions that follow each sample. (To answer these questions correctly, you need to know that "My" is the abbreviation used for May and "Je" is the abbreviation used for June.)

Sample Entry A

FAMILY
What makes a successful family? M.T. Bloom. Read Di
102:121-4 My '73

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 10

Page 4

12. The subject of this article is "family." What is the title?

____

13. Who is the author? ____

14. In what magazine did the article appear?

____

15. "102" is the volume number of the magazine. On what pages did the article appear? ______________________

16. What was the publication date of that issue of the magazine?

____

Sample Entry B

ANIMAL COMMUNICATION
Acquisition and testing of gestural signs in four young chimpanzees. R.S. Fouts. il Science 180:978-80 Je 1 '73

17. The subject of this article is "animal communication." What is the title? ____

18. Who is the author? ____

19. In what magazine did the article appear?

____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 10

Page 5

20. "180" is the volume number of the magazine. On which pages did the article appear? ______________________

21. What was the publication date of that issue of the magazine?

____

22. The letters "il" are the abbreviation the *Readers' Guide* uses to indicate that the article is illustrated. In which of these two sample entries is the article illustrated? ___________

    A. Sample Entry A

    B. Sample Entry B

This is the end of Lesson 10.

Name ____________________

Class ____________________

READERS' GUIDE: LESSON 11

The Readers' Guide to Periodical Literature is an index to the articles published in familiar magazines. Each article is indexed by subject and author in one alphabetical list.

The *Readers' Guide* is published on a schedule that ranges from twice a month to once a year. You would find the *largest number* of entries in the yearly issue, and the *most up-to-date* entries in the most recent twice-a-month issue.

All entries in the *Readers' Guide* provide the same information: (1) title of the article, (2) name of the author, (3) the magazine in which the article appeared, (4) whether the article is illustrated, (5) volume number of the issue in which the article appeared, (6) pages on which the article appeared, and (7) publication date of that issue of the magazine.

This lesson contains four sample *Readers' Guide* entries. Study each of the samples and answer the questions that follow.

Sample Entry A

AUTOMOBILE POLLUTION
  Car fumes answer blues charges. U S News 74:106-8
    Je 11 '73

1. The subject of this article is automobile pollution. What is the title?

   ____

2. What is the name of the magazine in which the article appeared?

   ____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 11

Page 2

3. On what pages would you find the article? ______________________

Some entries give only the *month* of publication; others specify the day of the month. If a magazine is published once a month, only the month appears in the entry. For magazines published more frequently, full dates are provided.

4. What are the month, day, and year of publication in Sample Entry A?

____

5. Was the article in Sample Entry A illustrated? __________________

Sample Entry B

JAZZ MUSIC
Jazz comes back! H. Saal and A. Kuflik. il Newsweek
90:50-6 Ag 8 '77

6. The title of the article in Sample Entry B is

____

7. Who are the authors? ____

8. In what magazine did the article appear?

____

9. On what page does the article *begin?* ______________________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 11

Page 3

10. In what year did the article appear? ______________________

Sample Entry C

CHILDREN (of divorced parents)
How can mom and dad do this to me?
A. Sheedy. il Seventeen 36:242-3+ Ag '77

11. What is the title of the article in Sample Entry C?

____

12. Who wrote the article? ______________________________________

13. In what magazine did the article appear?

____

14. Does the article have illustrations? ________________________

15. On what pages would you find this article?

____

Sample Entry D

SHEEDY, Alexandra
How can mom and dad do this to me? il Seventeen
36:242-3+ Ag '77

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

READERS' GUIDE: LESSON 11

Page 4

16. How is the article in Sample Entry D indexed in the *Readers' Guide?*

    ____

    A. By author

    B. By subject

17. Under what letter of the alphabet would you find Sample Entry D listed in the *Readers' Guide?* ____________

18. How is the article in Sample Entry C indexed? ____________

    A. By author

    B. By subject

19. Under what letter of the alphabet would you find Sample Entry C indexed? ____________

This is the end of Lesson 11.

Name ______________________

Class ______________________

READERS' GUIDE: LESSON 12

The *Readers' Guide* is published twice a month in paperback form. These issues are then combined into monthly, quarterly, and yearly volumes. All the articles that have appeared in more than 100 different magazines are indexed in the *Readers' Guide*.

The articles indexed in each issue of the *Readers' Guide* are listed by both subject and author. Both subject entries and author entries are combined in one alphabetical list.

The entry for each subject contains the titles of all the articles written about that subject, the names of authors, and other information needed to locate those articles. The following information is also provided: (1) name of the magazine in which the article appeared, (2) whether or not the article is illustrated, (3) volume number of the issue in which the article appeared, (4) pages on which you would find the article, and (5) publication date of that issue of the magazine. With that information, a librarian could help you find a particular article if the library has back issues of the magazine in which it appeared.

If a subject heading in the *Readers' Guide* is very broad and has many entries, it may be broken down into smaller, more-specific categories. The headings of these subsections are centered in the column instead of being printed in capital letters on the left side.

If you find no articles listed under a subject heading, you will usually find an instruction to look under another heading. This kind of instruction is called a "see" or "see also" reference.

For example, in one 1977 issue of the *Readers' Guide* two articles were listed under the general heading "Dogs." This entry also listed two articles under the subheading "Diseases and Pests," two articles under "Food and Feeding," and one article under "Training." The subject heading also contained two "see also" references--to "Dog Food" and "Toy Dogs."

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READERS' GUIDE: LESSON 12

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Because each issue of the *Readers' Guide* contains many entries, much of the information in each entry is abbreviated. A key to the abbreviations used appears at the beginning of each issue of the *Readers' Guide*.

Here are some examples:

Harp Baz = *Harper's Bazaar*	Aut = Autumn
Field & S = *Field and Stream*	bi-w = bi-weekly
Nat Geog = *National Geographic*	il = illustrated
Sci N = *Science News*	Bp = Bishop

Do you recognize the following abbreviated list? Use the blank lines to spell out in full each abbreviated word.

1. Ja ______________________________
2. F ______________________________
3. Mr ______________________________
4. Ap ______________________________
5. My ______________________________
6. Je ______________________________
7. Jl ______________________________
8. Ag ______________________________
9. S ______________________________
10. O ______________________________
11. N ______________________________
12. D ______________________________

Sample Entry

SEA SERPENTS
  Media monster: Podnik the terrible. D. Rhodes. Int
    Wildlife 7:17 S '77

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READERS' GUIDE: LESSON 12

Page 3

13. This sample entry is listed by __________

    A. Author

    B. Subject

14. What is the title of the article?

    ____

15. Who is the author? ______________________________

16. In what magazine did the article appear?

    ____

17. In what month and year was this article published? (Do not use abbreviations.) ____

18. Does the article in this sample entry have illustrations?

    ____

Here are some general questions about the *Readers' Guide to Periodical Literature*. Write in the best answer to each question.

19. In what kind of order are entries listed in the *Readers' Guide?*

    ____

20. The guide lists articles under two kinds of entries:

    __________________________ __________________________

Go on to the next page of this lessen.

Name ______________________________

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READERS' GUIDE: LESSON 12

Page 4

21. True or false: *All* magazines are indexed in the *Readers' Guide*.

____

22. True or false: If you wanted to find the largest possible number of articles on a given subject, you should look at the *most-recent* issue of the *Readers' Guide*. ________________________

23. What does the abbreviation "il" in an entry tell you about the article?

____

24. True or false: The *Readers' Guide* is published every week. ___________

25. What three things does the *Readers' Guide* tell you about the issue of the magazine in which an article appeared?

______________________ ______________________ ______________________

26. Name four things that a *Readers' Guide* tells you about every article it lists.

______________________ ______________________ ______________________

____

This is the end of Lesson 12.

Name ______________________

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CARD CATALOG: LESSON 13

Every library has a card catalog. The purpose of the card catalog is to help people locate books. The card catalog is a sort of index to all the books in that library.

In most libraries, the card catalog is not really a "catalog." Information about every book in the library is put onto cards, and these cards are kept in drawers. Each book has more than one card, because the books are indexed in three ways: by subject, by title, and by author's last name. Each nonfiction book has three cards (subject, title, and author), and each fiction book has two cards (title and author). These three different indexes are generally kept in three different sets of drawers, and the cards are always in alphabetical order.

Besides the subject, title, and author, each card in the card catalog gives the following information about a book: (1) call number--the code number needed to locate the book in the library--if it is a nonfiction book, (2) publication date, and (3) publisher. Books of fiction do not have call numbers.

You can tell whether a card is a subject, title, or author card by which kind of information is given first. For example, if the top line of a card contains the word "FOOTBALL," it belongs under "F" in the subject index. Another card for the same book might be found in the title index under "S" if the title were "So You Want to Be a Quarterback." Still another card for the same book would be filed under the author's last name in the author index.

Using the information provided above, decide whether each of the following statements about the card catalog is true or false.

1. There are three cards in the card catalog for each nonfiction book.

   ____

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 13

Page 2

2. The three cards are for a book's subject, author, and title.

____

3. You can tell what kind of card it is by which kind of information is listed first on the card. _______________________

4. The cards in the catalog are filed in alphabetical order.

____

5. Every card lists the author of the book. _______________________

6. Every card lists the title of the book. _______________________

7. For every nonfiction book, the call number is given on the card.

____

8. Every card gives the publication date of book. _______________________

9. Every card lists the publisher of the book. _______________________

10. Every card tells whether a book is hard or easy to read.

____

11. The purpose of the card catalog is to help people locate books.

____

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Name ______________________________

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CARD CATALOG: LESSON 13

Page 3

Here are examples of a subject card, author card, and title card, all for the same book. Study them carefully and answer the questions that follow.

Sample A: Author Card

J Mead, Margaret
572 Anthropologists and What They Do
Me c. 1965 Pub. Watts

Sample B: Title Card

J Anthropologists and What They Do
572
Me Mead, Margaret
ANTHROPOLOGY
c. 1965 Pub. Watts

Sample C: Subject Card

J ANTHROPOLOGY
572
Me Mead, Margaret
Anthropologists and What They Do
c. 1965 Pub. Watts

12. Sample A is what *kind* of card? ____________

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Name ____________________

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CARD CATALOG: LESSON 13

Page 4

A. Subject

B. Author

C. Title

13. Sample B is what *kind* of card? __________

A. Subject

B. Author

C. Title

14. Sample C is what *kind* of card? __________

A. Subject

B. Author

C. Title

15. The letter "J" means that this is a "junior" book (for young people). What is the call number of the book?

A. 572 Me

B. c. 1965

C. The card does not show this information

16. In what year was this book published? __________

A. 572

B. 1965

C. The card does not show this information

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 13

Page 5

17. Which letters or numbers give you information about the publisher of this book? __________

    A. 572 Me

    B. c. 1965

    C. Pub. Watts

18. Make a guess about what word the abbreviation "Me" on the left side of each card stands for. __________

    A. Mended

    B. Mead

    C. Meaning

19. If you wanted to find more books in the library written by Margaret Mead, under what heading would you look? __________

    A. Mead, Margaret

    B. Anthropologists and What They Do

    C. ANTHROPOLOGY

This is the end of Lesson 13.

Name ______________________________

Class ______________________________

CARD CATALOG: LESSON 14

The purpose of the library card catalog is to help people find books.

Each nonfiction book in the library has three cards in the catalog--one for its subject, one for its author, and one for its title. Each fiction book has two cards--one for its author and one for its title. These cards are arranged in alphabetical order. You can tell which kind of card you are looking at by which kind of information is given first on the card.

Using this information about the card catalog, answer the questions that follow.

1. If the top line of a card says "Holidays Around the World," what kind of card is it? ___________

   A. Subject card

   B. Author card

   C. Title card

2. If the top line of a card says "Gaer, Joseph," what kind of card it it?

   ____

   A. Subject card

   B. Author card

   C. Title card

3. If the top line of the card says"HOLIDAYS," what kind of card is it?

   ____

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

CARD CATALOG: LESSON 14
Page 2

A. Subject card

B. Author card

C. Title card

Each of the three cards for a nonfiction book contains the same information. All three give information about the author, title, subject, call number, publication date, and publisher.

Sometimes it is difficult to be sure whether a card is a subject card, author card, or title card. For example, if the title of the book is a person's name, or when the book is *about* a person, a title card or subject card might seem at first glance to be an author card, However, you can usually figure out which kind of card it is by looking at the other information on the card.

Sample A

921 ELIZABETH WARD
Ba Bardwell, Felicite
Where Lonely Blow the Leaves
c. 1980 Pub. MB Co.

4. By looking at *all* the information on Sample A, can you determine which kind of card it is? ___________

A. Subject card

B. Author card

C. Title card

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 14

Page 3

Sample B

973.6 Remember the Alamo!
Wa Warren, Robert Penn
Remember the Alamo!
Mexican-American War
c. 1958 Pub. Random House

5. Is Sample B a subject card, author card, or title card?

____

6. Who is the author of the book in Sample B?

____

Author cards are filed in alphabetical order according to the authors' last names. Subject cards are filed in alphabetical order according to the first letters in the words describing the subjects. Title cards are filed in alphabetical order according to the first words in the titles (unless the first word is "A," "An," or "The"--those words are dropped).

7. Under what letter of the alphabet would you find Sample B? ____________

8. If the first line on Sample B read "Warren, Robert Penn," under what letter would you find the card? ____________

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 14

Page 4

Sample C

913 Shippen, Katherine B.
Sh *Portals to the Past*
Archaeology
c. 1963 Pub. The Viking Press

9. What kind of card is Sample C?

____

10. Who is the author of the book in Sample C?

____

11. What is the title of the book in Sample C?

____

12. What is the subject of the book in Sample C?

____

13. What was the publication date of the book in Sample C?

____

14. Under what letter of the alphabet would Sample C be filed? ___________

This is the end of Lesson 14.

Name ______________________________

Class ______________________________

CARD CATALOG: LESSON 15

Each nonfiction book in a library has at least three cards in the card catalog. These cards are filed alphabetically according to the author of the book, the subject, or the title. The *top line* on any card tells you whether the card is a subject, author, or title card.

Every card for a nonfiction book in a library card catalog has the following information about the book: (1) name(s) of the author(s) (last name first), (2) title, (3) subject (usually in CAPITAL letters, on a subject card), (4) call number (upper left-hand corner), (5) publication date, and (6) publishing company.

Study sample card A and answer the questions that follow.

Sample A

573 Tracking Fossil Man: An Adventure in Evolution
Mc McKern, Sharon S. and Thomas W.
Tracking Fossil Man
Anthropology and Paleontology
c. 1970 Pub. Praeger

1. In the Sample A card, who are the authors?

____

2. What is the title of the book?

____

3. When was the book published? ______________________

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 15

Page 2

4. What is the call number of the book? ______________________

5. What is the name of the publishing company?

   ____

6. What kind of card is Sample A? ______________________

7. Under what letter would Sample A be filed? ___________

8. If the top line of Sample A read "McKern, Sharon S. and Thomas W.," under what letter of the alphabet would the card be filed? ___________

9. Each nonfiction book has *at least* three cards in the catalog. The book described in Sample A has four cards because it is filed under two subjects. What are these two subjects?

   ______________________________ ______________________________

Here are four sample cards for the same book. Study them carefully and answer the questions that follow.

Sample B

973.5 Tully, Andrew
When they burned the White House
U.S. History--War of 1812 Washington D.C.--History
c. 1961 Simon & Schuster

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Name ______________________________

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CARD CATALOG: LESSON 15

Page 3

Sample C

973.5 WASHINGTON, D.C,--HISTORY
Tully, Andrew
When they burned the White House
c. 1961 Simon & Schuster

Sample D

973.5 When they burned the White House
Tully, Andrew
When they burned the White House
U.S. History--War of 1812 Washington, D.C.--History
c. 1961 Simon & Schuster

Sample E

973.5 U.S. HISTORY--WAR OF 1812
Tully, Andrew
When they burned the White House
c. 1961 Simon & Schuster

10. What kind of card is Sample B? ______________________

11. What kind of card is Sample C? ______________________

12. What kind of card is Sample D? ______________________

13. What kind of card is Sample E? ______________________

Go on to the next page of this lesson.

Name ______________________________

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CARD CATALOG: LESSON 15

Page 4

14. What is the title of this book?

____

15. Who is the author? ____

16. In what year was the book published? ___________________________

17. What is the name of the company that published the book?

____

18. Under what letter of the alphabet would you find Sample B? _____________

19. Under what letter of the alphabet would you find Sample C? _____________

This is the end of Lesson 15.

Name ______________________________

Class ______________________________

ENCYCLOPEDIA, DICTIONARY, ALMANAC: LESSON 16

NOTE TO TEACHER: For this lesson each student will need access to a desk dictionary, a recent (1977 or later) almanac, and the "A" volume of an encyclopedia.

Books that contain useful information about many different subjects are called *general reference books*. Four common kinds of general reference books are (1) dictionaries, (2) encyclopedias, (3) almanacs, and (4) atlases. Libraries and many school classrooms have all these reference books. You may have one or more in your home.

Each of these four general reference books contains special kinds of information. The key to making good use of these books is knowing which one of them can give you the information you need.

For example, suppose you were writing a speech about nuclear energy. If you wanted to find out how to spell and pronounce the word "nuclear," you would look in a *dictionary*. If you wanted information about how nuclear energy was discovered and developed, you would look in an *encyclopedia*. If you wanted to know the location and output of the largest nuclear power plants in the world today, you would look in an *almanac*.

Look up the word "automobile" in a dictionary, an encyclopedia, and an almanac. Then answer the following questions about what you find.

1. Which of the three books gives a short definition of the word "automobile"? ______________________________

2. Which of the three books gives a history of automobiles?

   ____

Go on to the next page of this lesson.

Name ______________________________

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ENCYCLOPEDIA, DICTIONARY, ALMANAC: LESSON 16

Page 2

3. Which of the three books lists facts about the gas mileage of new automobiles? ______________________________

4. Which of the three books would you use when you wanted to quickly check the correct spelling of the word "automobile"?

____

5. Which of the three books would you use if you wanted to find out how an automobile engine works? ______________________________

6. Which of the three books would you use if you wanted to know how many people were killed in automobile accidents in 1976?

____

7. Which of these three kinds of information does an encyclopedia contain?

____

   A. The correct pronunciation of words

   B. In-depth information about various subjects

   C. Titles of all the books written about a given subject

8. Which kind of information does a dictionary contain? __________

   A. Recent statistics and current information

   B. Background and history of any given subject

   C. Definitions of words

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Name ______________________________

Class ______________________________

ENCYCLOPEDIA, DICTIONARY, ALMANAC: LESSON 16

Page 3

9. Which kind of information would you find in an almanac? ___________

   A. The correct pronunciation of words

   B. Recent statistics and current information

   C. Titles of all the articles written about a given subject

10. Which kind of general reference book usually gives the *most* information about any given subject? ___________

   A. Encyclopedia

   B. Dictionary

   C. Almanac

This is the end of Lesson 16.

Name ______________________________

Class ______________________________

ENCYCLOPEDIA, DICTIONARY, ATLAS: LESSON 17

NOTE TO TEACHER: For this lesson each student will need access to a desk dictionary, a world atlas, and the "E" volume of an encyclopedia.

Books that contain useful information about many different subjects are called *general reference books*. Four common kinds of general reference books are (1) dictionaries, (2) encyclopedias, (3) almanacs, and (4) atlases. Each of these books is used for a different purpose. The key to making good use of these books is knowing which one of them can give you the information you need.

For example, suppose you were assigned to write a paper about England. Three general reference books are available for you to use: a dictionary, an atlas, and an encyclopedia. Look up "England" in each of these books. Then answer the following questions about what you find.

1. In which *two* of these books is "England" listed in alphabetical order with other subjects?

   ______________________________ ______________________________

2. Which one of these books mainly contains maps?

   ____

3. Which one of these books contains the longest written description of England? ______________________________

4. Which one of these books contains the shortest written description of England? ______________________________

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

ENCYCLOPEDIA, DICTIONARY, ATLAS: LESSON 17

Page 2

5. Which one of these books shows you quickly that England is on an island?

____

6. Which one of these books tells you about the history of England?

____

7. An encyclopedia is the best place to look for ____________

   A. Correct pronunciation of a word

   B. In-depth information

   C. Maps of countries and continents

8. A dictionary is the best place to look for ____________

   A. Correct pronunciation of a word

   B. In-depth information

   C. Maps of countries and continents

9. An atlas is the best place to look for ____________

   A. Correct pronunciation of a word

   B. In-depth information

   C. Maps of countries and continents

10. If you wanted to know whether Brazil was one of the largest countries in South America or one of the smallest, in which book could you find this information most quickly? ____________

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Name ______________________________

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ENCYCLOPEDIA, DICTIONARY, ATLAS: LESSON 17

Page 3

A. Dictionary

B. Atlas

C. Encyclopedia

This is the end of Lesson 17.

2. UNDERSTANDING TABLES, GRAPHS, AND CARTOONS (LESSONS 18-46)

Social studies teachers often ask students to locate information and make inferences from tables, graphs, and cartoons. The lessons in this section give students the opportunity to reinforce their understanding of the functions, characteristics, and limitations of these visual modes of presenting information. Several lessons are provided for each mode. A teacher may choose to have students complete one or all of the lessons for any given mode.

Teachers should note that some of the lessons on tables and graphs require the students to use rulers. Lesson 38, on using cartoon symbols, requires several volumes of the *World Book Encyclopedia*.

Name ______________________________

Class ______________________________

INTERPRETING TABLES: LESSON 18

A table is used to organize certain kinds of information so that it can be quickly and easily understood. Tables are often used to present numbers or statistics. These figures are lined up in columns and rows.

Some kinds of information--for example, statistics about a baseball team--are almost always presented in tables. Airline schedules and bus schedules are other examples of tables.

Every table should have a *title* that tells what information it includes. It also should give a *source* (to show where the facts came from) and a *date* (to show when the table was made). Every column of figures in a table needs a *column head* to indicate what those figures represent. These columns usually read both *across* and *down*.

A table is often used when people want to present *exact* information.

Look at Table A and then answer questions 1-5.

Table A

GROWTH OF NATIONAL PARKS IN THE UNITED STATES

Year	Number
1900	7
1910	13
1920	19
1930	22
1940	26
1950	28
1960	29
1970	35

Source: U.S. National Park Service, 1976

Go on to the next page of this lesson.

Name ______________________________

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INTERPRETING TABLES: LESSON 18

Page 2

1. The title of the table is

   ____

2. The column titles are

   ______________________________ ______________________________

3. What was the source of the information presented?

   ____

4. In what year was the table made? ______________________

5. In what year were there 22 national parks? ______________________

Table B gives information about the causes of death in the United States in 1975. Read Table B and answer questions 6-12.

Go on to the next page of this lesson.

Name ______________________________

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INTERPRETING TABLES: LESSON 18

Page 3

Table B

LEADING CAUSES OF DEATH IN THE UNITED STATES

Rank	Cause of Death		Number of Deaths	Percent of Total Deaths
1	Heart disease		722,570	37.8
2	Cancer		371,660	19.5
3	Stroke		195,630	10.2
4	Accident		101,400	5.3
	Motor vehicle	44,570		
	All other	56,830		
5	Pneumonia		52,740	2.8
6	Diabetes		35,890	1.9
7	Liver disease		32,080	1.7
8	Arterial hardening		29,230	1.5
9	Suicide		26,960	1.4
10	Respiratory ailment		26,120	1.4
11	Murder		21,730	1.1
12	Other causes		293,990	15.4
	TOTAL DEATHS		1,910,000	100.0

Source: U.S. Department of Health, Education and Welfare, 1976

6. What ranks first as a cause of death on this table?

____

7. What percentage of total deaths was caused by cancer?

____

Go on to the next page of this lesson.

Name ______________________________

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INTERPRETING TABLES: LESSON 18

Page 4

8. How many deaths in 1975 were due to suicide? ______________________

9. True or false: The first three top causes of death combined for more than 65 percent of the deaths in 1975. ______________________

10. How many columns are there in this table? ___________

11. True or false: The source of the information in this table is the American Association of Funeral Directors. ______________________

12. What was the second-ranked cause of death in 1977? ___________

    A. Heart disease

    B. Cancer

    C. This table does not give that information

This is the end of Lesson 18.

Name ______________________________

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CONSTRUCTING TABLES: LESSON 19

A table is used to organize certain kinds of information so that it can be quickly and easily understood. Tables are often used to present numbers or statistics. These figures are lined up in columns and rows. The columns and rows usually read both across and down.

Every table should have a *title* that tells what information it includes. It also should give a *source* (to show where the facts came from) and a *date* (to show when the table was made). Every column of figures in a table needs a *column head* to indicate what the figures in that column represent.

Using a separate piece of paper, construct a table that presents the information in the next paragraph. (Use Table A in Lesson 18 as a model.) Make sure your table has a title, a source, a date, and column heads.

> Immigration to the United States between 1820 and 1970 totalled 45,162,638 from all countries. Europe supplied 35,704,302, while 1,519,235 immigrants came from Asia. South American and North American immigrants to the United States totalled 7,469,589. There were 76,473 immigrants from Africa, 99,401 from Australia and New Zealand, and 23,049 from the Pacific Islands. The U.S. Immigration and Naturalization Service (1971) also lists the country of origin of 270,589 immigrants as "not specified."

This is the end of Lesson 19.

Name ______________________________

Class ______________________________

INTERPRETING TABLES: LESSON 20

A table is used to organize certain kinds of information so that it can be quickly and easily understood. Tables are often used to present numbers or statistics. These figures are lined up in columns and rows. The columns and rows usually read both across and down.

Every table should have a *title* that tells what information it includes. It also should give a *source* (to show where the facts came from) and a *date* (to show when the table was made). Every column of figures in a table needs a *column head* to indicate what the figures in that column represent.

Use the information contained in the statements above to answer questions 1-6.

1. What part of a table tells you what information it contains?

   ____

2. What part tells you where the information came from?

   ____

3. What part tells you when the table was made?

   ____

4. What kind of information is usually presented in a table?

   ____

5. How are the figures in a table organized?

   ____

Go on to the next page of this lesson.

Name ____________________________

Class ___________________________

INTERPRETING TABLES: LESSON 20

Page 2

6. What does each column need?

____

Look at the sample table in this lesson and use the information it contains to answer questions 7-13.

Sample Table

U.S. WARS AND CASUALTIES

War	Total Number Serving	Battle Deaths	Other Deaths	Wounds Not Mortal*
Revolutionary War 1775-1783	184,000 to 250,000 (estimated)	4,435	----	6,188
War of 1812, 1812-1815	286,730	2,260		4,505
Mexican War, 1846-1848	78,718	1,733	11,550	4,152
Civil War, 1861-1865 Union Forces 600,000 Confederate Forces 1,500,000 (estimated)	2,213,363	140,414	224,097	281,881
Spanish-American War, 1898	306,760	385	2,061	1,662
World War I, 1917-1918	4,743,826	53,402	63,114	204,002
World War II, 1941-1945	16,353,659	291,557	113,842	670,846
Korean War, 1950-1953	5,764,143	33,629	20,617	103,284
War in Southeast Asia, 1961-1975	8,744,000	46,498	10,388	303,704

* Wounded but did not die

Source: U.S. Department of Defense, 1976

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

INTERPRETING TABLES: LESSON 20

Page 3

7. In which U.S. war did the highest number of deaths in battle occur?

____

8. How many were wounded in the Spanish-American War?

____

9. In what war did the largest number of people serve?

____

10. Did more men and women serve in the Korean War or in World War I?

____

11. How many columns are in this table? ____________

12. What date is shown on this table? ______________________

13. How many deaths resulted from causes other than battle in the Mexican War? ______________________

This is the end of Lesson 20.

Name ______________________________

Class ______________________________

CONSTRUCTING TABLES: LESSON 21

A table is used to organize certain kinds of information so that it can be quickly and easily understood. Tables are often used to present numbers or statistics. These figures are lined up in columns and rows. The columns and rows usually read both across and down.

Every table should have a *title* that tells what information it includes. It also should give a *source* (to show where the facts came from) and a *date* (to show when the table was made). Every column of figures in a table needs a *column head* to indicate what the figures in that column represent.

Using a separate piece of paper, construct a table that presents the information in the paragraph below. (Use Table A in Lesson 18 as a model.) Make sure your table has a title, a source, a date, and column heads.

> Rod Carew scored a total of 314 runs for the Minnesota Twins between 1975 and 1977. He scored 90 runs in 1975, 97 in 1976, and 128 in 1977. He hit 14 homeruns in 1975, 9 homeruns in 1976, and 14 homeruns in 1977. His major-league batting average was .359 in 1975, .331 in 1976, and .388 in 1977. The information comes from the official Minnesota Twins records at the end of the 1977 season.

This is the end of Lesson 21.

Name ______________________________

Class ______________________________

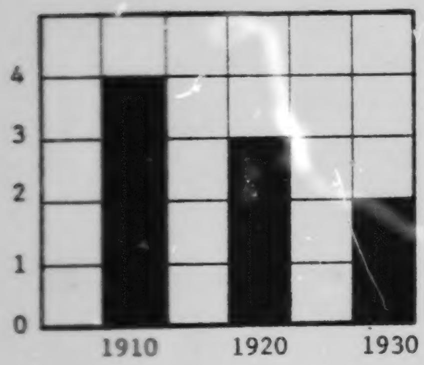
USING BAR GRAPHS: LESSON 22

Bar graphs are used to compare different items or changes in the same item. A bar graph gives you a picture that helps you remember certain facts. It shows sharp contrasts or sudden changes better than a list or a table of figures.

There are two kinds of bar graphs. In a *vertical bar graph*, the bars go up and down, as in Example A. In a *horizontal bar graph*, the bars go from side to side, as in Example B.

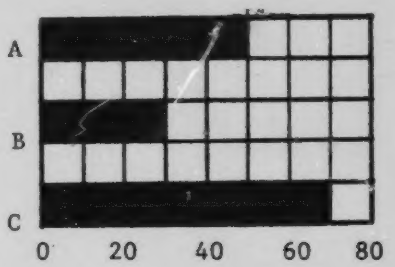
Example A

VERTICAL BAR GRAPH



Example B

HORIZONTAL BAR GRAPH



Note that bar graphs always have a *zero line*, and that the intervals or spaces between intervals are always equal. There must be a title on a bar graph as well as the source and date of the information.

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USING BAR GRAPHS: LESSON 22

Page 2

On the basis of the information on the previous page, indicate whether each of the following statements is true or false.

T F 1. Bar graphs are used to compare different items.

T F 2. Bar graphs help you remember facts.

T F 3. Intervals or spaces on a bar graph do not have to be equal.

T F 4. In vertical bar graphs, the bars go up and down.

T F 5. In horizontal bar graphs, the bars go from side to side.

T F 6. Numbers must always start with zero on a bar graph.

T F 7. A bar graph does not need a title.

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Name ______________________________

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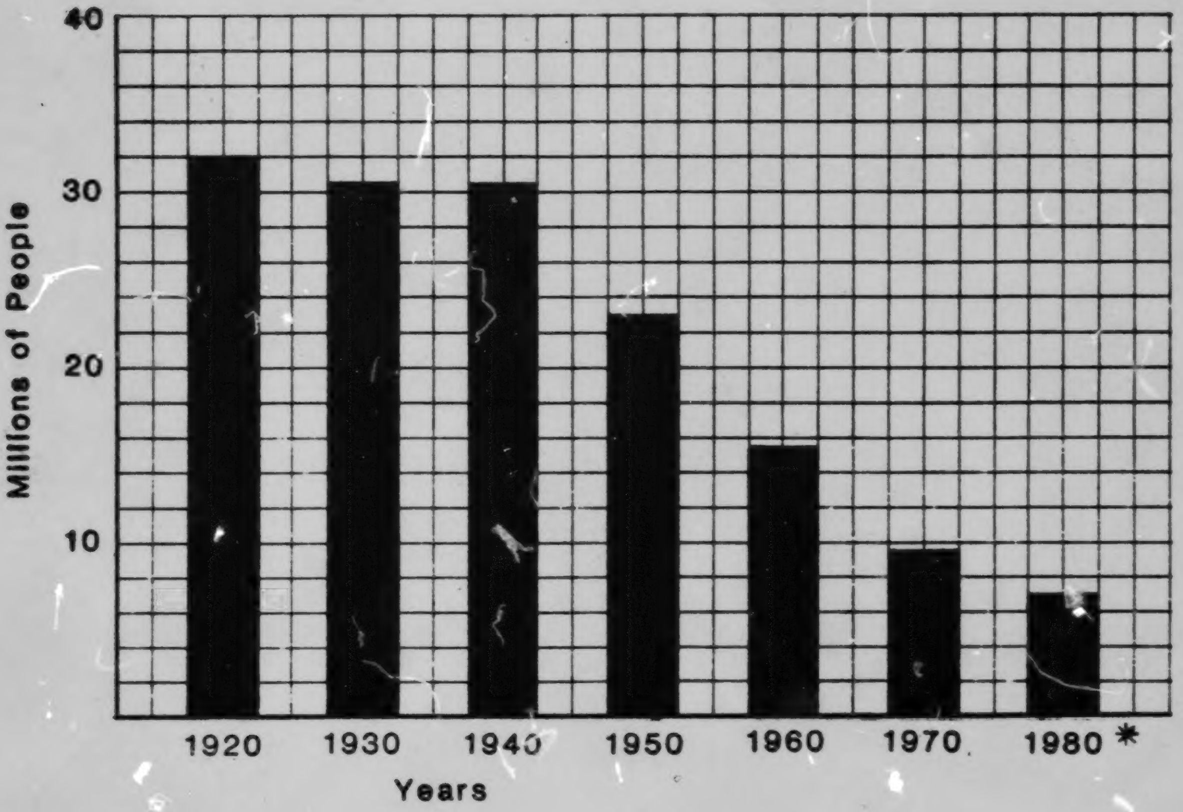
USING BAR GRAPHS: LESSON 22

Page 3

Look carefully at the sample graph below and answer questions 8-15.

Sample Bar Graph

FARM POPULATION IN THE UNITED STATES, 1920-1980



Source: U.S. Department of Agriculture, 1978. *Predicted farm population.

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Name ______________________________

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USING BAR GRAPHS: LESSON 22

Page 4

8. This graph is a ________________________________ bar graph.

9. The numbers at the left of the graph refer to

__________________________________ of people.

10. The dates on the bottom of the graph are spaced at equal intervals of

________________________ years.

11. In what year did the largest number of people live on farms?

____

12. About how many people lived on farms on 1960? ________________________

13. Farm population decreased about ________________________ million between 1920 and 1970.

14. The smallest decrease occurred between the years ________________________ and ________________________.

15. The source of the information in the bar graph is ________________________

____.

This is the end of Lesson 22.

Name ______________________________

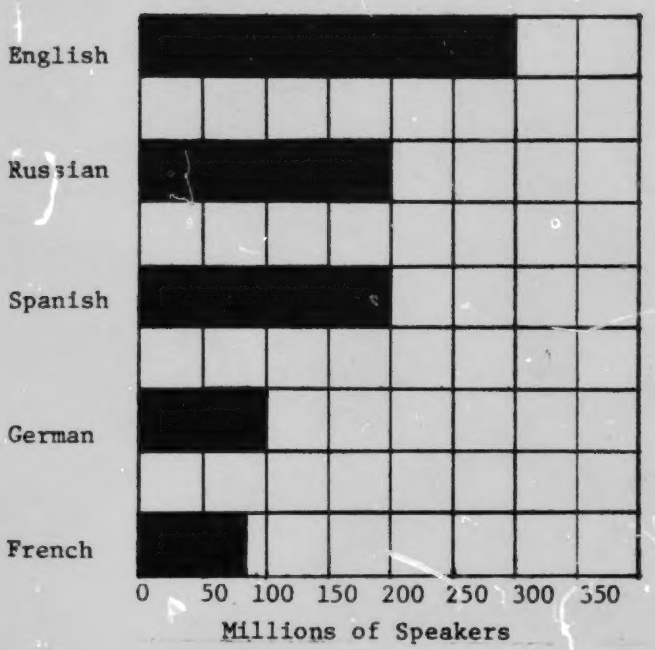
Class ______________________________

USING BAR GRAPHS: LESSON 23

Study Sample Graph A and answer questions 1-5.

Sample Graph A

FIVE WIDELY SPOKEN LANGUAGES



Source: *CBS News Almanac*, 1977

1. This graph is an example of a ______________________________ bar graph.

2. Which two languages are spoken by about the same number of people?

______________________________ ______________________________

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USING BAR GRAPHS: LESSON 23

Page 2

3. Would it be true or false to say that English is spoken by more than twice as many people as German? ______________________

4. In what year was the information for this graph compiled?

____

5. Chinese is probably spoken by ____________

   A. Fewer people than speak English

   B. No information given

   C. More people than speak English

Study Sample Graph B and answer questions 6-10.

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Name ______________________________

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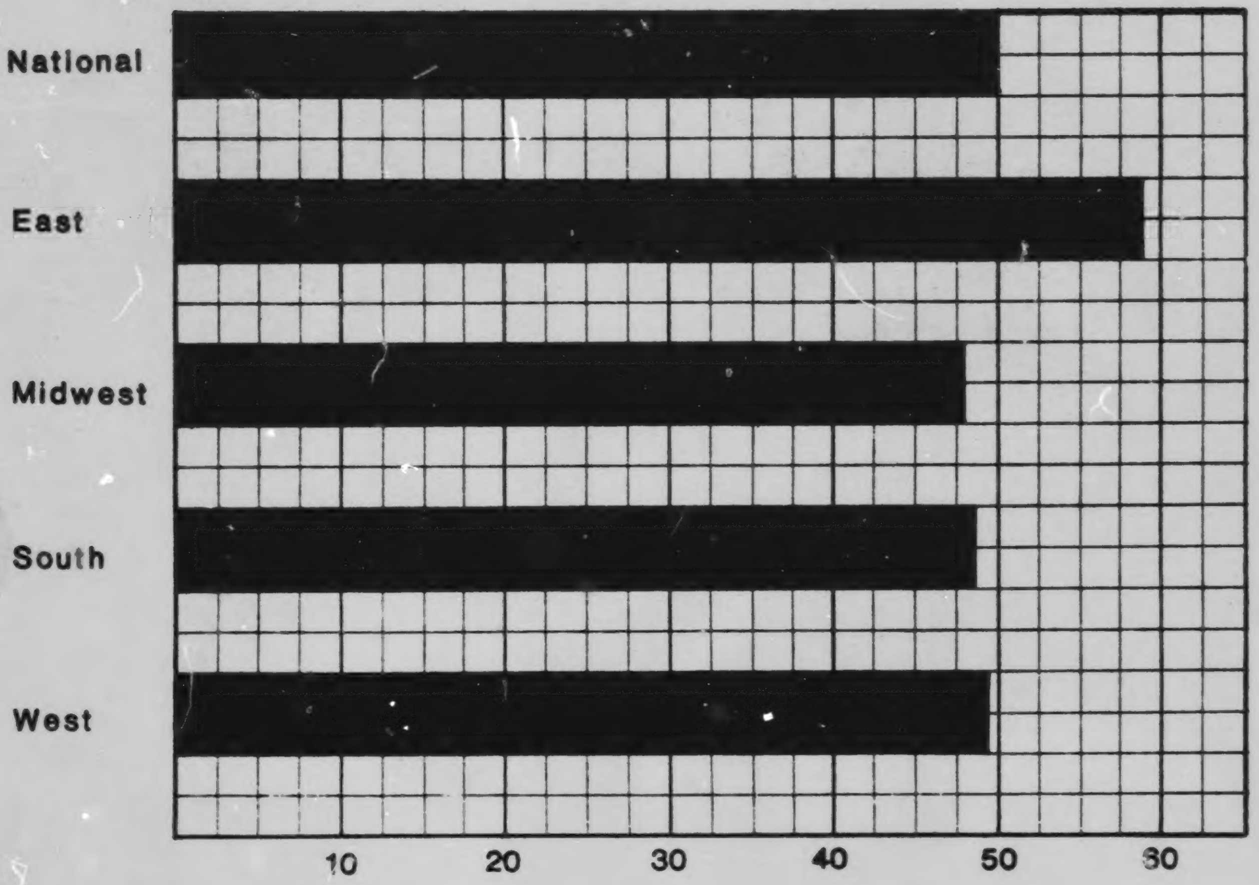
USING BAR GRAPHS: LESSON 23
Page 3

Sample Graph B

WEEKLY FOOD EXPENDITURES, FEBRUARY 1978



Source: Gallup Poll, 1978

6. This graph is an example of a ______________________________ bar graph.

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Name ______________________________

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USING BAR GRAPHS: LESSON 23

Page 4

7. Which two areas of the country spend about the same amount of money on food? ______________________ ______________________

8. In which area does it cost the most for food weekly?

____

9. Where do food costs seem to be the lowest? ______________________

10. True or false: The southern part of the United States spends slightly less on food than the national average. ____________

This is the end of Lesson 23.

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CONSTRUCTING BAR GRAPHS: LESSON 24

Construct a vertical bar graph, using the following information:

Tom got an allowance of $.10 when he was six years old. Every year on his birthday his allowance was raised until it reached a dollar when he was 12 years old. The source of this information is the *Weekly Reader* for 1968.

Make sure your bar graph has a title, a source and date, and side and bottom heads.

Tom's Allowance

6	.10
7	.25
8	.30
9	.50
10	.60
11	.75
12	1.00

Go on to the next page of this lesson.

Name ____________________________

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CONSTRUCTING BAR GRAPHS: LESSON 24

Page 2

Now answer the following questions about your bar graph:

1. How old was Tom on the birthday when his allowance was raised $.20?

   ____

2. On one birthday, Tom's allowance more than doubled. How old was he *before* that birthday? ____________

3. How old was Tom on the birthday when he got the *smallest* raise?

   ____

4. How old was he when he got the *largest* increase? ____________

This is the end of Lesson 24.

Name ______________________________

Class ______________________________

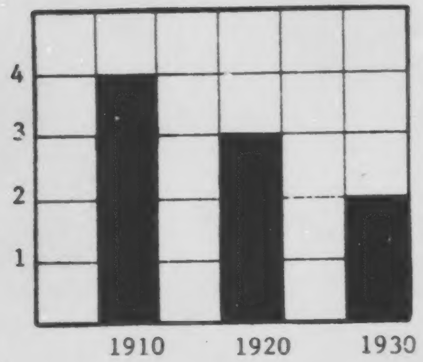
USING BAR GRAPHS: LESSON 25

Bar graphs are used to compare different items or changes in the same item. A bar graph gives you a picture that helps you remember certain facts. It shows sharp contrasts or sudden changes better than a list or a table of figures.

There are two kinds of bar graphs. In a *vertical bar graph,* the bars go up and down, as in Example A. In a *horizontal bar graph,* the bars go from side to side, as in Example B.

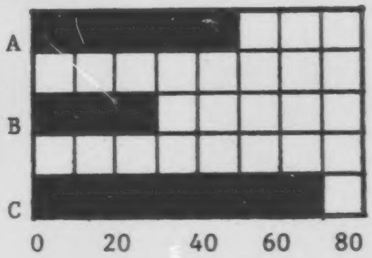
Example A

VERTICAL BAR GRAPH



Example B

HORIZONTAL BAR GRAPH



Note that bar graphs always have a *zero line,* and that the intervals or spaces between intervals are always equal. There must be a title on a bar graph as well as the source and date of the information.

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Name ______________________________

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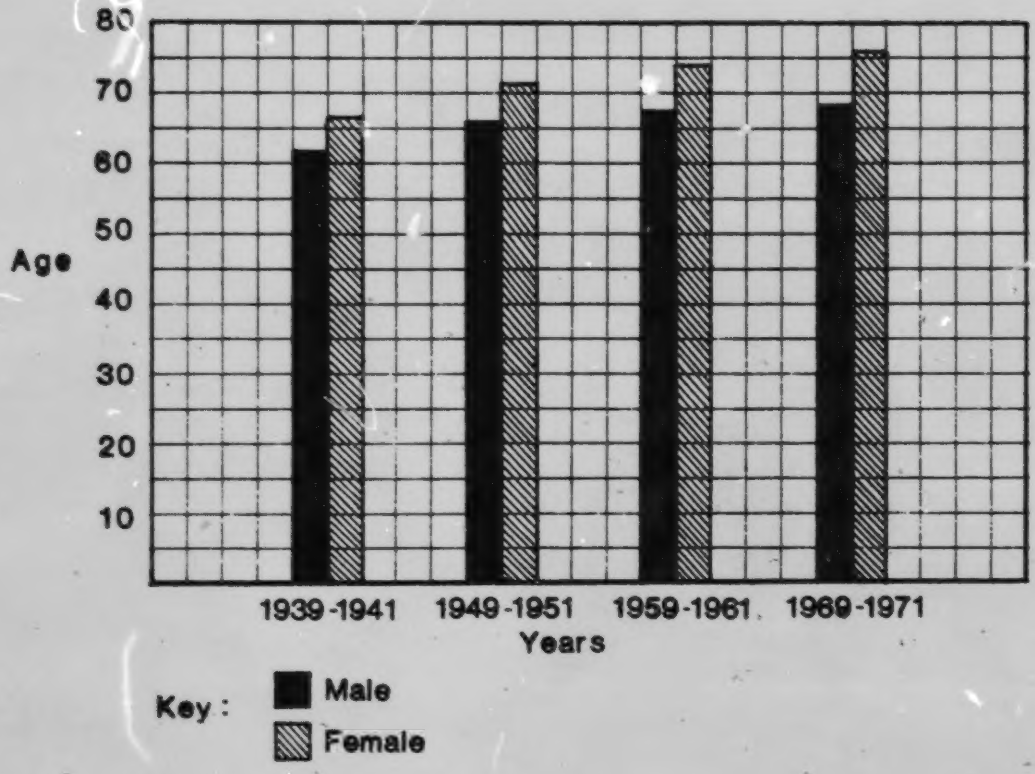
USING BAR GRAPHS: LESSON 25

Page 2

Study the sample graph below and answer the questions that follow.

Sample Bar Graph

AVERAGE EXPECTATION OF LIFE AT BIRTH, 1939-1971



Source: U.S. National Center for Health Statistics, 1977

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Name ______________________________

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USING BAR GRAPHS: LESSON 25

Page 3

1. This is an example of a ______________________________ bar graph.

2. True or false: You car tell from this graph that the average man lives longer than the average woman. ______________________

3. True or false: Males born in 1969 can expect to live longer than males born in 1939. ______________________

4. The average male born in 1969 can expect to live about the same number of years as a female born in ______________________.

5. Each bar on this graph covers a period of ___________ years.

6. True or false: A person born in the year 1961 could expect to live about the same number of years as a person born in 1960.

   ____

This is the end of Lesson 25.

Name ______________________________

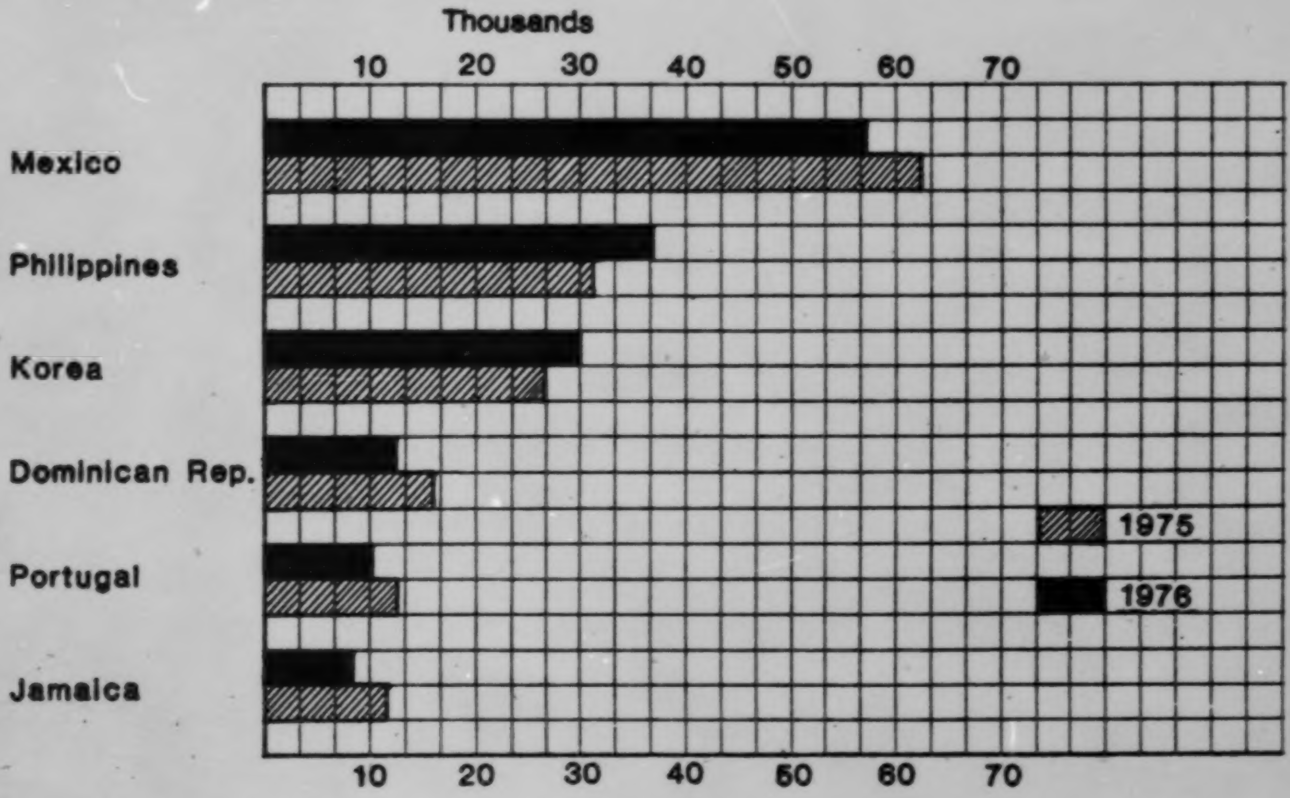
Class ______________________________

USING BAR GRAPHS: LESSON 26

Here is an example of a horizontal multibar graph. Use the information it contains to answer the questions that follow.

Sample Multibar Graph

IMMIGRANTS FROM DIFFERENT COUNTRIES, 1975 AND 1976



Source: U.S. Bureau of the Census, 1977

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Name ________________________________

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USING BAR GRAPHS: LESSON 26

Page 2

1. The most immigrants came from which country?

____

2. The biggest *decrease* in immigrants from 1975 to 1976 was from which country? ____________________________________

3. From which two countries were there more immigrants in 1976 than in 1975?

____

____

4. What is the source of the information in the graph?

____

5. The graph is a ____________________________________ multibar graph.

6. How did you know which bars showed the number of immigrants in 1975 and which ones showed the number of immigrants in 1976?

____

____

This is the end of Lesson 26.

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CONSTRUCTING BAR GRAPHS: LESSON 27

Construct your own vertical bar graph from the table below, which shows how the price of a one-pound loaf of bread changed between 1915 and 1975.

Let each line on the vertical axis equal three cents. Don't forget to provide bottom and side headings to show the years and cents. Give your graph a title and show the source and date.

PRICE OF A POUND LOAF OF BREAD

Year	Cents*
1915	7
1925	9
1935	8
1945	9
1955	18
1965	21
1975	36

*Rounded to nearest cent.

Source: U.S. Bureau of Labor Statistics, 1977

This is the end of Lesson 27.

Name ______________________________

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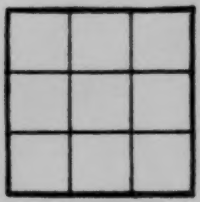
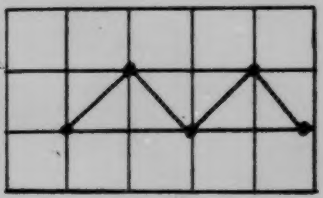
USING LINE GRAPHS: LESSON 28

Line graphs are the oldest and most commonly used of all types of graphs. A line graph is often used to show *trends*--upward or downward changes. You need to understand the following terms in order to use or make a line graph.

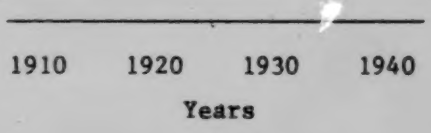
Grid. The lines going horizontally (across) and vertically (up and down) form the grid.



Curve. The information is put on the graph as dots. The dots are connected to form a line which is called a curve.



Horizontal axis. The bottom line of the grid is called the horizontal axis, as shown below. There must be a heading for the horizontal axis, so that people reading the graph will know what the numbers stand for. The intervals or spaces between the numbers must be equal.



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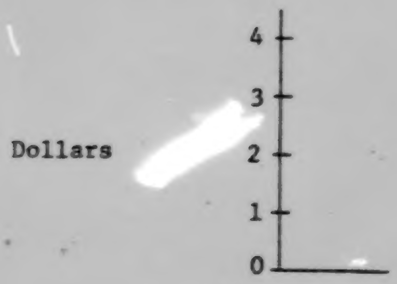
Name ______________________________

Class ______________________________

USING LINE GRAPHS: LESSON 28

Page 2

Vertical axis. The numbers placed along the vertical axis must begin with zero. There must be a heading for the vertical axis to show what the numbers mean. The intervals between numbers must be equal.



Like other kinds of graphs, line graphs need titles, dates, and sources.

Use Sample Graph A to answer questions 1-8.

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Name ________________________________

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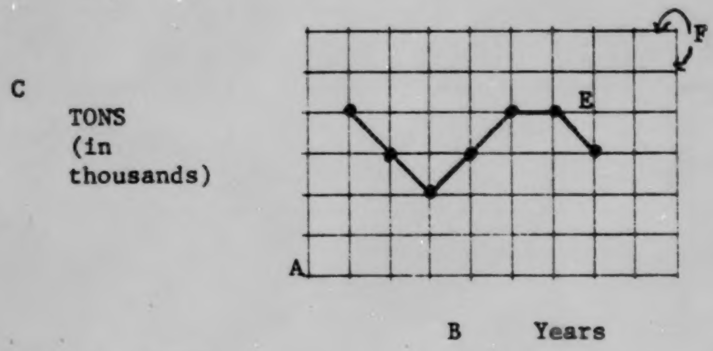
USING LINE GRAPHS: LESSON 28

Page 3

Sample Graph A

D COCOA PRODUCTION IN CHILE, 1910-1970



H G
Source: World Almanac, 1970

Match the letters on the graph with the terms below.

______1. Horizontal axis head

______2. Vertical axis head

______3. Curve

______4. Zero point

______5. Title

______6. Grid

______7. Date

______8. Source

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Name ________________________________

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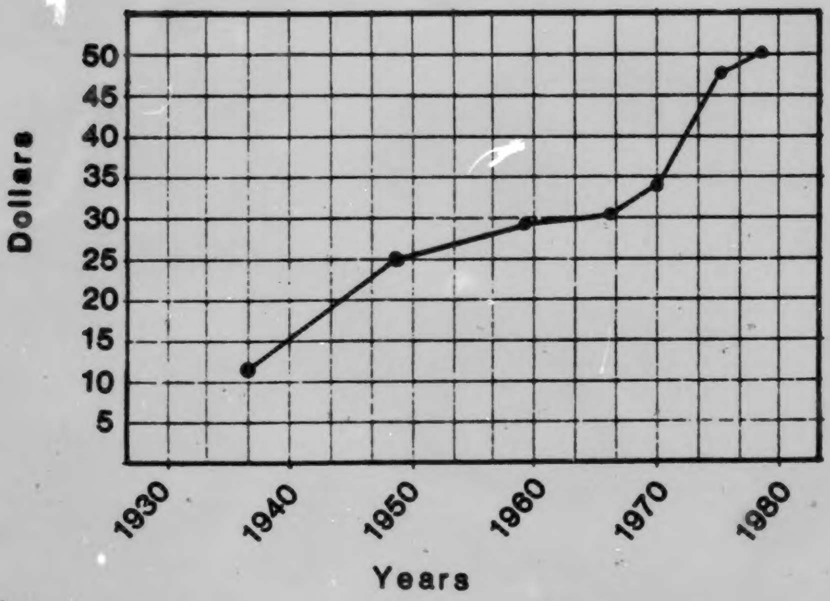
USING LINE GRAPHS: LESSON 28
Page 4

Use Sample Graph B to answer questions 9-14.

Sample Graph B

AVERAGE U.S. WEEKLY FOOD EXPENDITURES, 1937-1978



Source: Gallup Poll, 1978

9. In what year did food expenditures average about $34 a week?

____

10. The average cost for food per week in 1978 was __________________________ .

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USING LINE GRAPHS: LESSON 28

Page 5

11. In what five-year period did the sharpest rise in food costs occur?

    ______________________ to ______________________

12. True or false: Food costs remained about the same during the early 1960s. ____________________

13. What was the source of the information in this graph?

    ____

14. Between 1935 and 1978, weekly food expenditures in the United States increased about: ____________

    A. $50

    B. $40

    C. $11

    D. $30

This is the end of Lesson 28.

Name ______________________________

Class ______________________________

CONSTRUCTING LINE GRAPHS: LESSON 29

Construct a line graph, using the information in the table below, and then answer the questions that follow. (The information came from the U.S. Bureau of the Census in 1976.) Hint: Start with zero on the vertical axis and make each interval on the graph stand for ten cents. Mark off the decades by using every other line; in other words, let each horizontal square equal five years.

COST OF A POUND OF BUTTER, 1915-1975

Year	Price (in cents)
1915	36
1925	55
1935	36
1945	51
1955	71
1965	75
1975	103

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Name ______________________________

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CONSTRUCTING LINE GRAPHS: LESSON 29

Page 2

1. Does the price of butter show a trend of going higher or lower?

   ____

2. In what ten-year period did the price of butter go down?

   _________________________ to _________________________

This is the end of Lesson 29.

Name ______________________________

Class ______________________________

USING LINE GRAPHS: LESSON 30

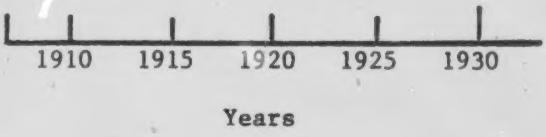
Line graphs are often used to show trends--upward or downward changes.

A line graph is made with evenly spaced lines going horizontally (across) and vertically (up and down). These lines form a pattern called a *grid*.

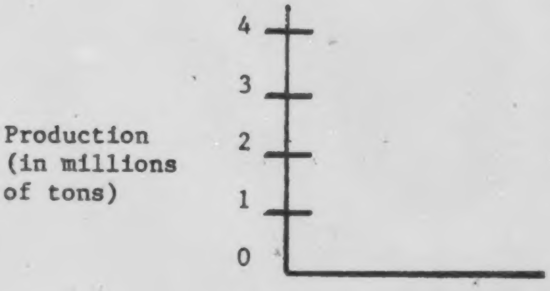
Information is put on the grid in the form of dots or points. A line, or *curve*, connects all the points on the graph. If the curve goes up, there is an upward trend. If it goes down, there is a downward trend. People can make predictions (forecasts) of the future on the basis of trends.

A line graph must have the following components: title, vertical axis head, horizontal axis head, source of the data, and date.

The horizontal axis (or bottom) usually shows dates, as in this example:



The vertical axis shows amounts or numbers, as in the example below. This axis *must* start with *zero*.



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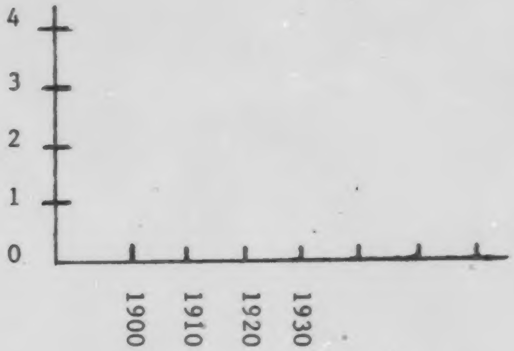
USING LINE GRAPHS: LESSON 30

Page 2

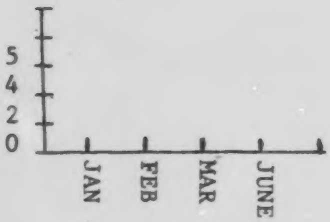
Intervals between numbers are always *equal*. A line graph would not show a trend correctly if the intervals were not equal.

1. Fill in the following dates and amounts on the unfinished line graph below: 1940, 1925, 2.5.

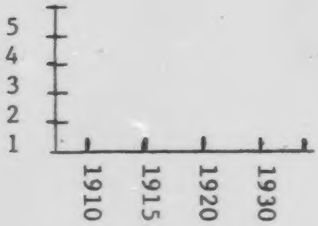


2. There are two errors in each of the three sample graphs below. Find and explain them.

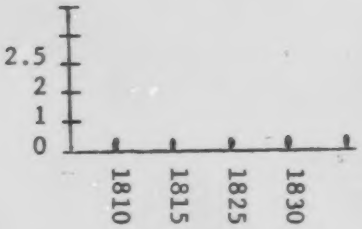
Graph A



Graph B



Graph C



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Name ______________________________

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USING LINE GRAPHS: LESSON 30

Page 3

Fill in the word or words needed to complete statements 3-9.

3. Intervals must always be ______________________________.

4. Time values (dates) are shown on the
______________________________ axis.

5. Amounts are shown on the
______________________________ axis.

6. The amount values should begin with the number __________.

7. Line graphs are used to show ______________________________.

8. The pattern of the graph is called a
______________________________.

9. The line connecting the dots or points is called a
______________________________.

This is the end of Lesson 30.

Name ______________________________

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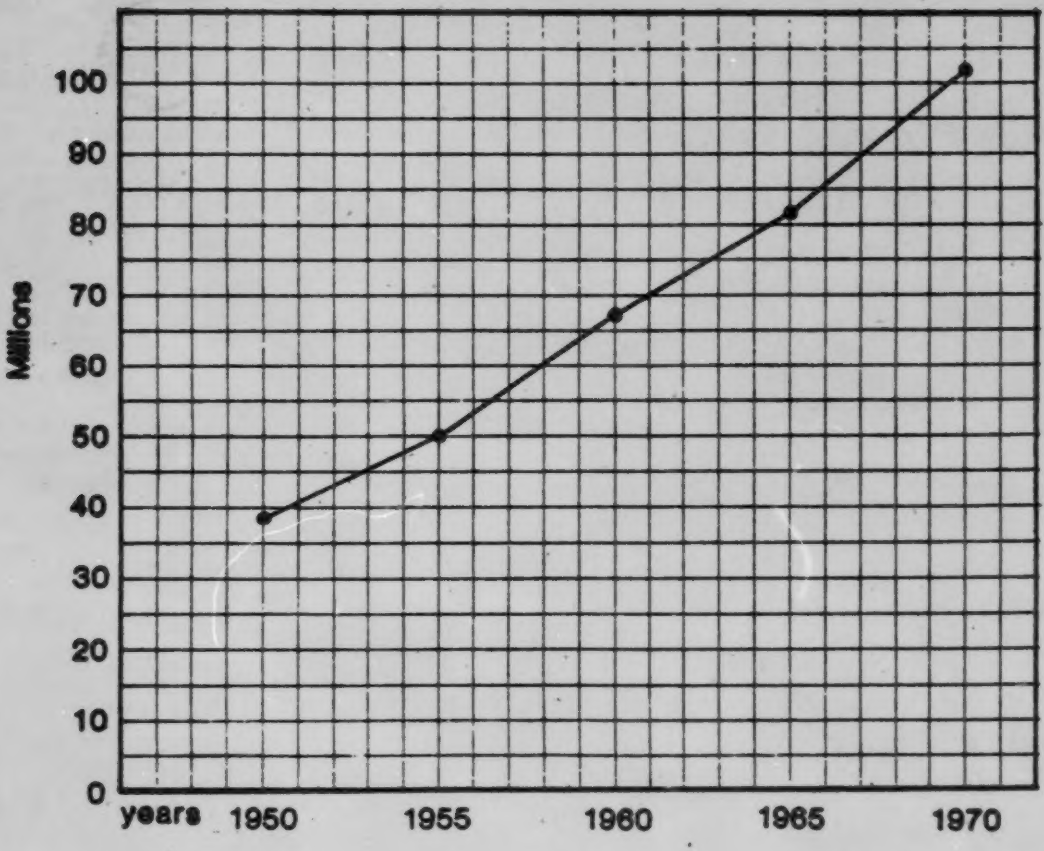
USING LINE GRAPHS: LESSON 31

Use Sample Graph A to answer questions 1-6.

Sample Graph A

NUMBER OF TELEPHONES IN THE UNITED STATES, 1950-1970



Source: U.S. Communications Commission, 1971

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USING LINE GRAPHS: LESSON 31

Page 2

1. What word would you use to describe the trend in this graph?

   ____

2. In what year were there about 50 million telephones in the United States? ______________________

3. In what year were there about 82 million telephones in the United States? ______________________

4. Will there probably be more or fewer telephones in the United States in 1975 than there were in 1970? ______________________

5. The numbers of telephones in the United States are shown at intervals of ___________ years.

6. The number 10 on the vertical axis refers to 10 ___________ telephones.

When information about two or more things is shown on a line graph, the graph is called a *multiline* graph. The things are called variables. Variables can be compared, as illustrated in Sample Graph B. When there are two or more variables, there must be a *key* to tell you which curve is about which variable. Study Sample Graph B and use it to answer questions 7-11.

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Name ______________________________

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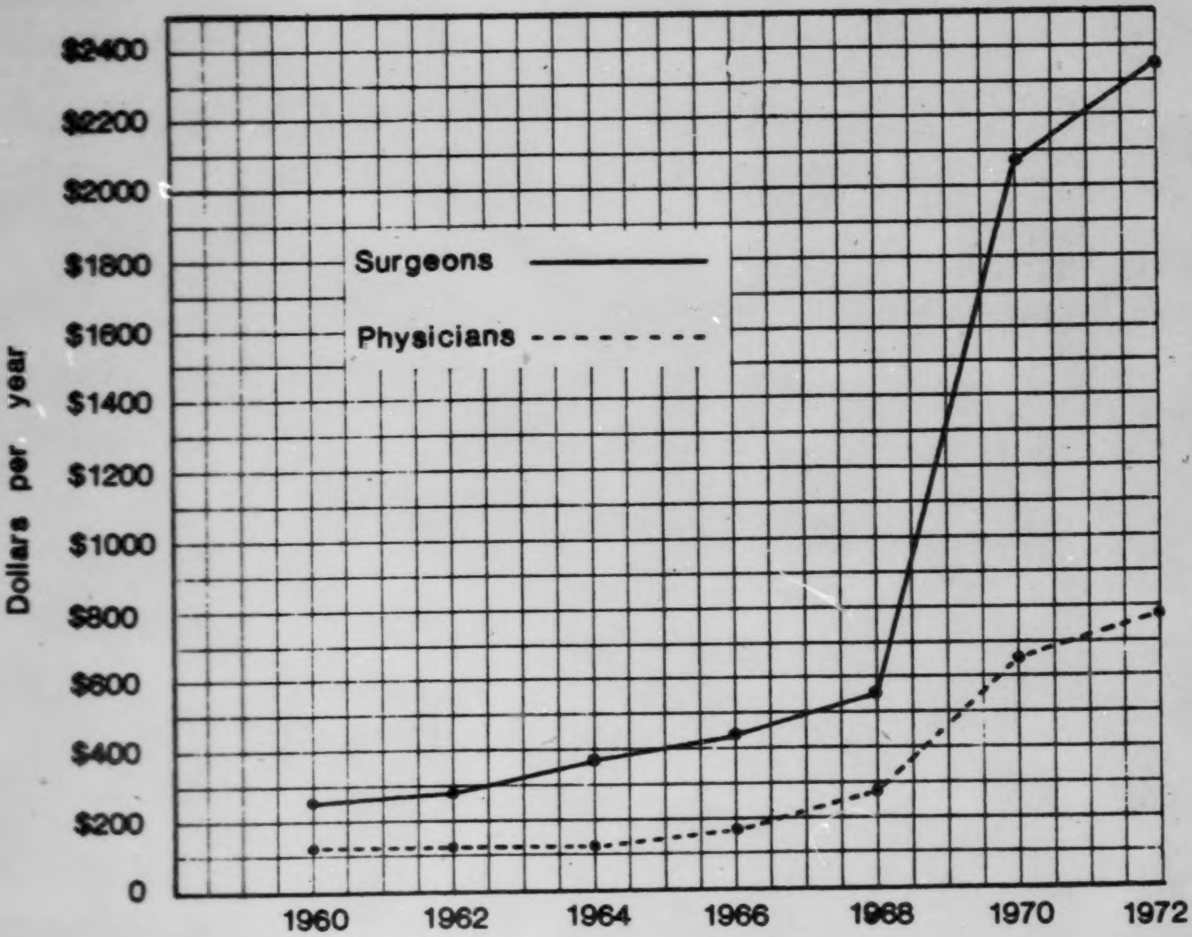
USING LINE GRAPHS: LESSON 31

Page 3

Sample Graph B

MALPRACTICE INSURANCE IN THE UNITED STATES
FOR PHYSICIANS AND SURGEONS, 1960-1972



Source: U.S. Department of Health, Education and Welfare, 1977

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Name ______________________________

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USING LINE GRAPHS: LESSON 31
Page 4

7. The two variables are ______________________________ and ______________________________.

8. Is the trend for costs of malpractice insurance going upward or downward? ______________________________

9. For which group of doctors has the cost of malpractice insurance increased most? ______________________________

10. The sharpest increase for surgeons in cost of insurance occurred in which two-year period? ____________ to ____________

11. What was the average amount paid by a physician for 1964? ____________________

This is the end of Lesson 31.

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CONSTRUCTING LINE GRAPHS: LESSON 32

Construct your own line graph, using the information below. Be sure to put headings on the vertical and horizontal axes. Also make sure your graph has a title, source, and date. Hint: On your graph, mark off from 0 to 130 by tens. For each three-year period, use every other line. (Data from *World Almanac,* 1969.)

Mickey Mantle hit a total of 536 home runs in his baseball career in the major leagues. He played for New York from 1951 through 1968. The figures show his total home runs during each three-year period in his career.

Years		Home Runs
1951-53		57
1954-56		116
1957-59		107
1960-62		124
1963-65		69
1966-68		63
	Total	536

Use the blank grid on the next page to construct your graph.

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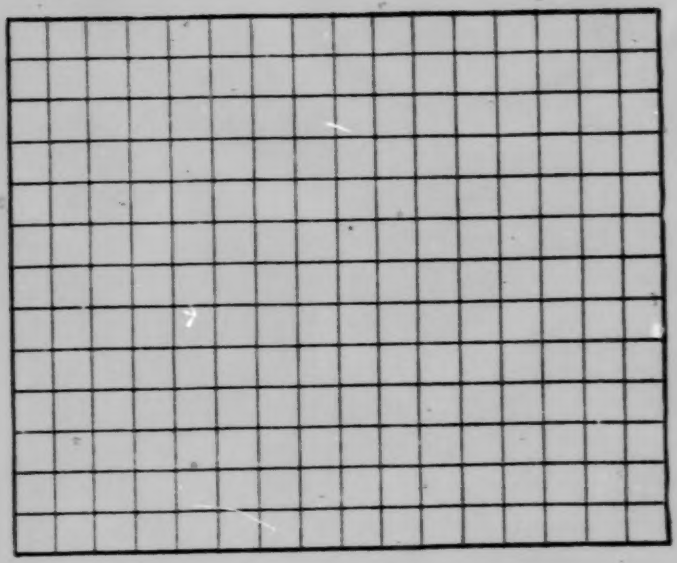
CONSTRUCTING LINE GRAPHS: LESSON 32

Page 2



This is the end of Lesson 32.

Name ______________________

Class ______________________

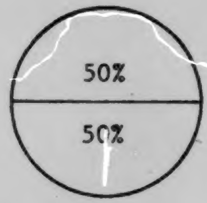
USING CIRCLE GRAPHS: LESSON 33

A circle graph shows how various parts combine to make a whole. It is sometimes called a "pie" graph because it looks like a pie that has been cut into portions. You can compare any part with every other part or with the whole. The graph shows the parts as percentages of the whole.

A circle graph is not hard to make. First, think of the circle as 100 percent--or all--of whatever is being shown. The circle, or "pie," is sliced into sections that show percentages.

If you took a circle and divided it in half, each half would be 50 percent, as in Sample Graph A.

Sample Graph A



Look at Sample Graphs B-E and see if you understand how each of them adds up to 100 percent.

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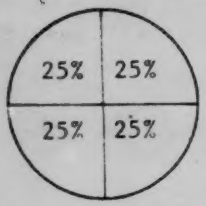
Name ______________________________

Class ______________________________

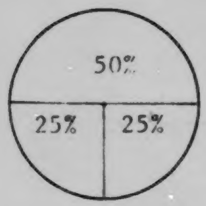
USING CIRCLE GRAPHS: LESSON 33

Page 2

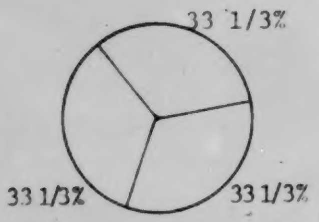
Sample Graph B



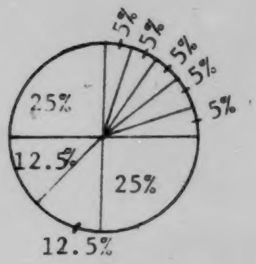
Sample Graph C



Sample Graph D



Sample Graph E



Change the following amounts into percentages and fractions. Fill in all the blanks. You can use the sample graphs to help you.

Amount	Percentage	Fraction
$1.00	100%	1
.75	______	3/4
.50	______	______
.25	______	______
.10	______	______
.05	______	1/20

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING CIRCLE GRAPHS: LESSON 33

Page 3

Circle graphs that add up to $1.00 are easy to work with because the percentages are the same as the amounts in cents. Check your answers to make sure you have done this correctly.

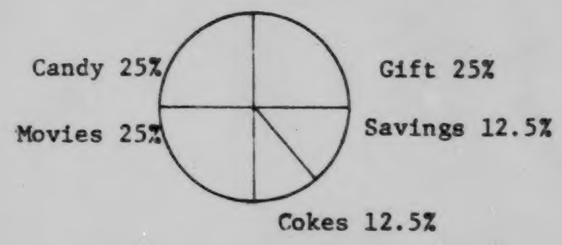
Using the same procedure, convert the following amounts of money to percentages and fractions. In this case, $3.00 equals 100 percent.

Amount	Percentage	Fraction
$3.00	100%	1
1.50	______	______
1.00	______	______
.75	______	______
.__	20%	1/5
.30	______	______

Look carefully at Sample Graph F and answer questions 1-4.

Sample Graph F

Janice's Weekly Allowance of $4



Go on to the next page of this lesson.

Name ______________________________

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USING CIRCLE GRAPHS: LESSON 33

Page 4

1. Into how many sections is this circle graph divided? ___________

2. How much money did Janice spend on candy? ___________ On movies ___________ On cokes? ___________

3. You can see that she saved 12.5 percent, or one-eighth, of the $4. How much money did she save? ___________

4. What percentage did she spend on candy and movies combined? ___________

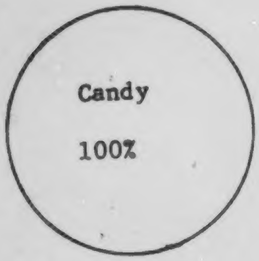
This is the end of Lesson 33.

Name ______________________________

Class ______________________________

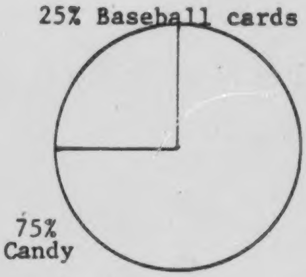
CONSTRUCTING CIRCLE GRAPHS: LESSON 34

Sample Graphs A-C below show how Jim spent his allowance at different times in his life. Look at them carefully and answer questions 1-6.



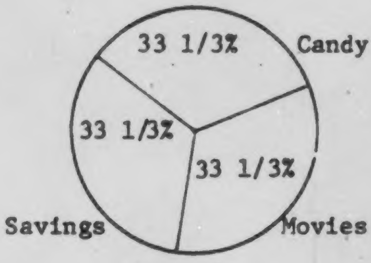
Sample Graph A

Jim's Allowance of 4.50 at Age 6



Sample Graph B

Jim's Allowance of $1 at Age 10



Sample Graph C

Jim's Allowance of $3 at Age 14

1. At which age did Jim spend the *largest percentage* of his allowance on candy? ____________

2. At which age did he spend the *most money* on candy? ____________

3. On *how many things* did Jim spend his allowance at age 14? ____________

4. *What percentage* of his allowance was spent on candy at age 10? ____________

5. Does the fact that Jim spent a smaller percentage of his allowance on candy when he was 10 than he did when he was 6 mean that he does not care as much for candy anymore? ________________________

6. How much money did Jim spend on movies at age 14? ____________

Go on to the next page of this lesson.

Name ______________________________

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CONSTRUCTING CIRCLE GRAPHS: LESSON 34

Page 2

Make a graph in the circle below, using the figures in the table. Be sure to label your graph.

You have just gotten a present of $20 from a relative. You need some new clothes for school, and you want to go to a movie downtown. You spend the money as follows:

Clothing	$10.00
Movies	2.50
Records	5.00
Savings	2.50

This is the end of Lesson 34.

Name ______________________________

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USING CIRCLE GRAPHS: LESSON 35

A circle graph shows how various parts combine to make a whole. You can compare any part with any other part or with the whole. The graph shows the parts as percentages of the whole.

Suppose you won $10 and you wanted to show what you would do with the $10 on a circle graph. The whole amount is $10, or 100 percent of the circle graph.

The first step is to convert the various amounts of money spent into percentages. Fill in the missing percentages in the table below.

$10.00 = 100% = 1

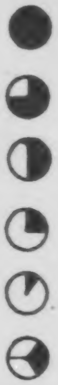
7.50 = 75% = 3/4

5.00 = ___% = 1/2

2.50 = ___% = 1/4

1.00 = ___% = 1/10

____ = 33 1/3% = 1/3



The fractions should help you find the percentages. For example, think about what ½ of $10 would be, or ½ of 100 percent.

Now, suppose the $10 is spent as shown in Sample Graph A. Study the graph and answer questions 1-7.

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Name ______________________________

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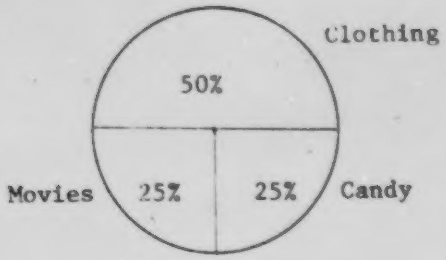
USING CIRCLE GRAPHS: LESSON 35

Page 2

Sample Graph A



1. What was the largest percentage of the money spent on?

   ____

2. What percentage was spent on clothing? ____________

3. What percentage was spent on candy? ____________

4. What percentage was spent on candy and movies together? ____________

5. What percentage was spent on movies and clothing together? ____________

6. What actual amounts of money were spent on: Clothing? $____________

   Movies? $____________

   Candy? $____________

7. Into how many parts is the circle divided? ____________

Go on to the next page of this lesson.

Name ______________________

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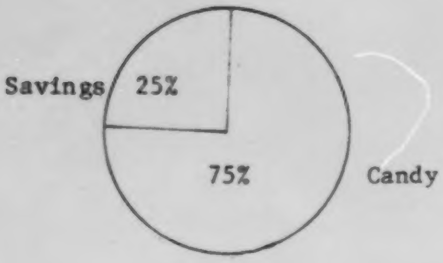
USING CIRCLE GRAPHS: LESSON 35

Page 3

Jim's allowance is $1.00 a week. Dan's allowance is $3.00 a week. Sample Graphs B and C show how each of them spends his allowance.

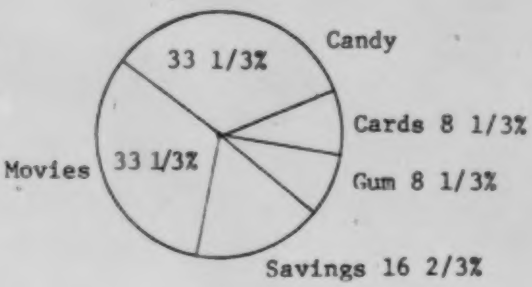
Sample Graph B

Jim's Weekly Allowance of $1



Sample Graph C

Dan's Weekly Allowance of $3



Dan spent his allowance as follows: $1.00 on movies = 1/3
1.00 on candy = 1/3
.25 on gum
.50 on savings = 1/3
.25 on baseball cards

In making the circle graph for Dan's allowance, we first divided the circle into three equal parts. Then we divided one of those parts into three parts.

Answer questions 8-12 by comparing the two sample graphs.

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Name ________________________________

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USING CIRCLE GRAPHS: LESSON 35

Page 4

8. Which of the two boys spent more money on candy?

____

9. Which of the two boys spent the largest percentage of his income on candy? ________________________

10. Which of the two boys saved more money out of his allowance?

____

11. Which of the two boys saved the largest percentage of his allowance?

____

12. What are we comparing in these two circle graphs? ____________________

____

Circle graphs show this kind of information very clearly. They are frequently used to show financial information--for example, how the dollars collected in taxes are used by the government.

This is the end of Lesson 35.

Name ______________________________

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USING CIRCLE GRAPHS: LESSON 36

Circle graphs can also be used to show how time is spent--for example, a 24-hour day. If a circle represents 100 percent of 24 hours, 12 hours would be 50 percent of the total. Remember that the circle represents 100 percent--or all--of whatever is being shown, whether it is a dollar or a day.

Fill in the blanks in the table below.

24 hours = 100%

18 hours = 75% or 3/4

12 hours = 50% or 1/2

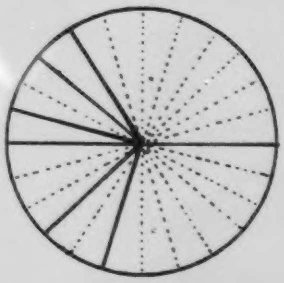
6 hours = __% or 1/4

3 hours = __% or 1/8

8 hours = __% or 1/3

Suppose you spent one 24-hour period as shown in the table below. Fill in the graph, using the information in the table.

Activity	Hours
Sleeping	8
Eating	2
School	7
Television	3
Chores	1
Recreation	2
Dressing	1



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USING CIRCLE GRAPHS: LESSON 36

Page 2

1. Into how many equal parts is the circle divided? ___________

2. How many different activities need to be shown on the graph?

   ____

3. What two activities combined take up most of the day?

   ____

   and __________________________________

4. True or false: School, sleeping, and chores combined take up 2/3, or 67 percent, of the day. ______________________

5. What three activities combined take up exactly 50 percent of the day in the graph?

   ____________________ ________________________ ___________________

6. Is there only one answer to question 5? ________________

This is the end of Lesson 36.

Name ______________________________

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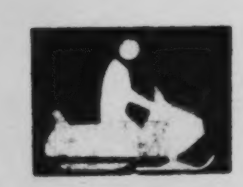
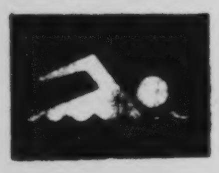
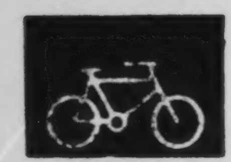
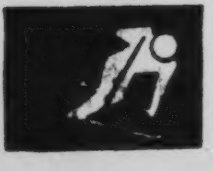
USING SYMBOLS: LESSON 37

A symbol is something that stands for or represents something else. For example, a lion is a symbol for courage; a lamb is a symbol for meekness. In mathematics, a plus sign (+) is a symbol that means "added to."

Write or draw a symbol for each of the following words:

1. Money
2. Death
3. Railroad crossing
4. Man
5. Woman

Write the word that you think is indicated by each of the symbols below.

	Symbol	Means	Word
6.		→	____________
7.		→	____________
8.		→	____________
9.		→	____________

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USING SYMBOLS: LESSON 37

Page 2

Make up symbols for the words listed below.

Word	Symbol
House	______________________________
Person	______________________________
Peace	______________________________
Star	______________________________
Love	______________________________

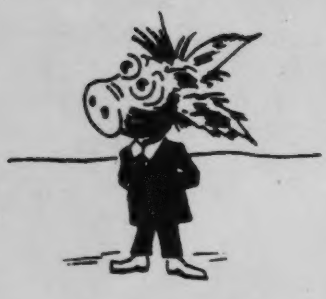
This is the end of Lesson 37.

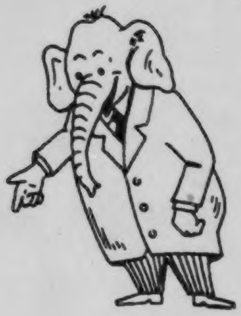
Name ______________________________

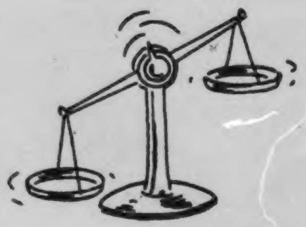
Class ______________________________

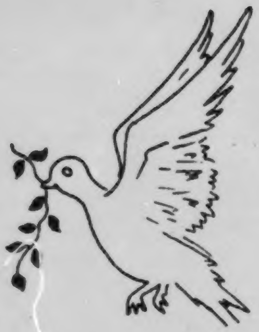
UNDERSTANDING CARTOON SYMBOLS: LESSON 38

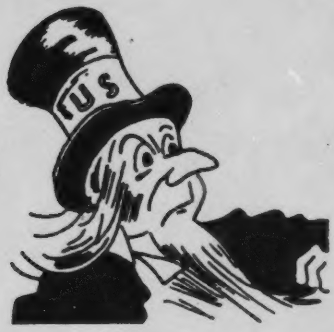
Using the *World Book Encyclopedia,* volumes D, Q-R, S, and U-V, try to find the meanings of the cartoon symbols below.











1. To find out the meaning of the cartoon symbol of the donkey, look up "Democratic party" and "donkey."

   What does the donkey stand for? ______________________________

Go on to the next page of this lesson.

Name ______________________________

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UNDERSTANDING CARTOON SYMBOLS: LESSON 38

Page 2

2. To find out the meaning of the cartoon symbol of the elephant, look up "Republican party."

   What does the elephant stand for? ______________________________

3. To find out the meaning of the cartoon scales symbol, look up "symbols."

   What does the scales stand for? ______________________________

4. To find out the meaning of the dove symbol, look up "symbols."

   What does the dove stand for? ______________________________

5. To find out the meaning of the cartoon symbol of Uncle Sam, look up "Uncle Sam."

   What does Uncle Sam stand for? ______________________________

This is the end of Lesson 38.

Name ______________________________

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RECOGNIZING CARTOON SYMBOLS: LESSON 39

The dove is a symbol of peace. A cartoonist who wants to show peace may draw a dove. Because each cartoonist has a unique style, the doves drawn by different cartoonists often look quite different from each other. The same is true of other cartoon symbols.

The second page of this lesson contains five common cartoon symbols: (A) a donkey, which stands for the Democratic party, (B) a dove, which stands for peace, (C) an elephant, which stands for the Republican party, (D) Uncle Sam, which stands for the United States, and (E) a scales, which stands for justice.

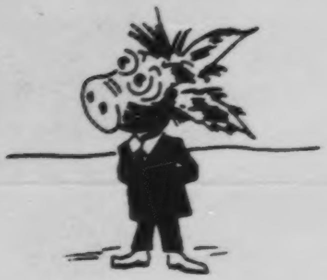
There are 12 symbols on the third page of this lesson. Some of them are the same symbols as those on page 2, but drawn by different cartoonists. Your job is to match them with the symbols on the first page. In some cases, there is more than one matching symbol. Not all of them match.

Symbols on Page 2	Symbols on Page 3
A	______________________
B	______________________
C	______________________
D	______________________
E	______________________

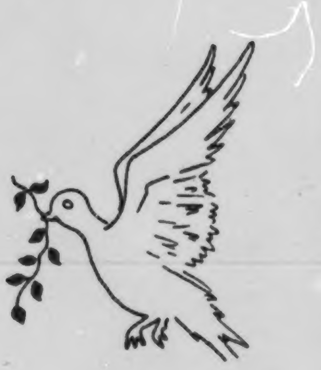
Go on to the next page of this lesson.

RECOGNIZING CARTOON SYMBOLS: LESSON 39

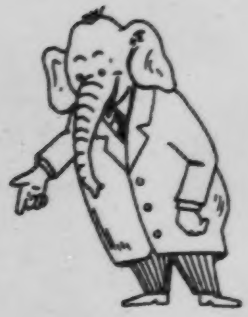
Page 2



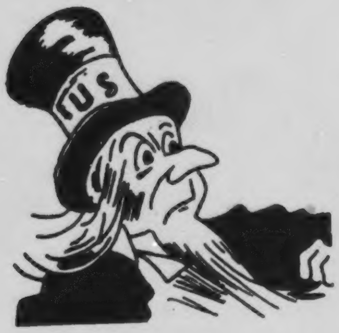
A



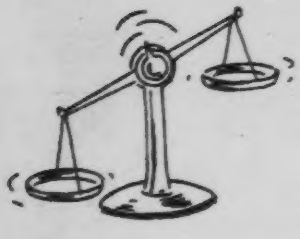
B



C



D

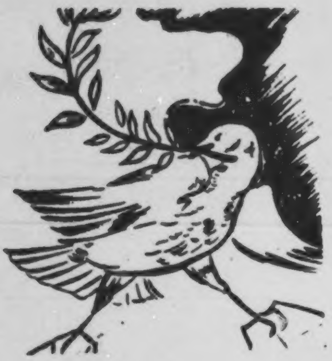


E

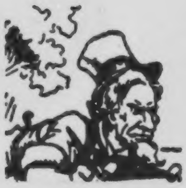
Go on to the next page of this lesson.

RECOGNIZING CARTOON SYMBOLS: LESSON 39

Page 3



1



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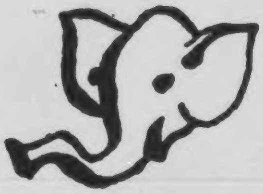

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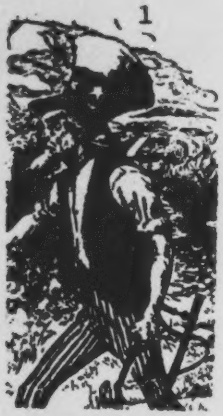

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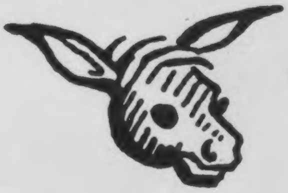

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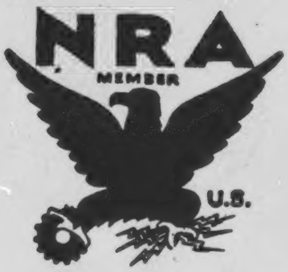
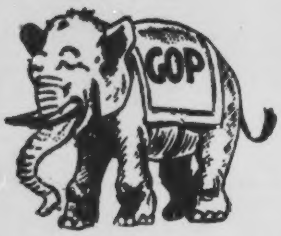

NRA
MEMBER
U.S.

6



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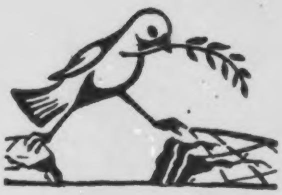

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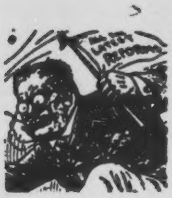

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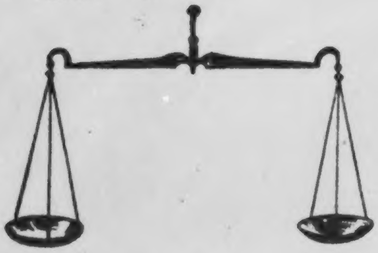

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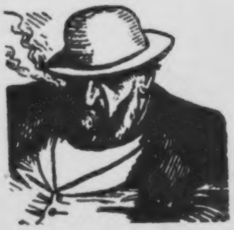

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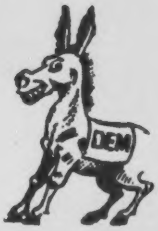

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This is the end of Lesson 39.

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UNDERSTANDING POLITICAL CARTOONS: LESSON 40

Political cartoons are used to influence public opinion during political controversies (government issues about which people disagree).

Every election is surrounded by political controversies. Some other controversial issues in the 1970s have been the proposed Equal Rights Amendment, the energy crisis, inflation, the SST, abortion, and the death penalty.

When cartoonists draw a famous man or woman in a political cartoon, they emphasize that person's outstanding or unusual features so that people will instantly recognize the person in the drawing.

You can usually find several political cartoons in any issue of a daily newspaper. Some are on the news pages; others are on the editorial page. Sometimes they are humorous, but often they make a serious point. A cartoon can make a point more forcefully than words or a photograph.

Sometimes a newspaper has more than one cartoon on the same subject. Because different cartoonists have different opinions, they may make different points.

It is important to remember that cartoonists are trying to influence your opinion. They are trying to make you see things the way they see them.

As you examine the cartoon on the next page, ask yourself what point the cartoonist is trying to make. What symbols are used? Then answer questions 1-5.

Go on to the next page of this lesson.

Name ______________________________

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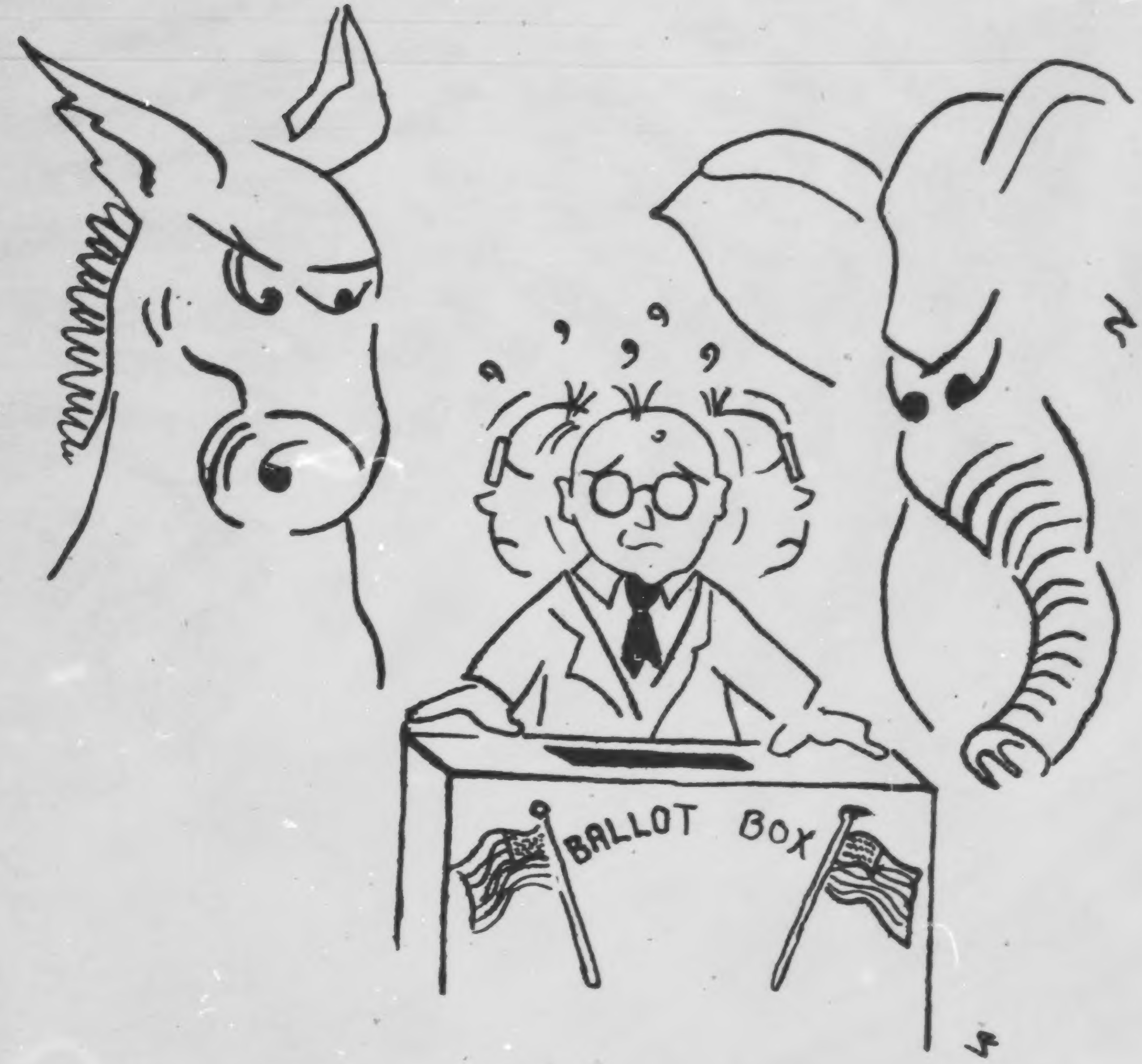
UNDERSTANDING POLITICAL CARTOONS: LESSON 40

Page 2



Go on to the next page of this lesson.

Name ______________________________

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UNDERSTANDING POLITICAL CARTOONS: LESSON 40

Page 3

1. What three symbols has the cartoonist used?

   ____

2. Which symbol tells you what country the cartoon is about?

   ____

3. What kind of political controversy is the cartoon about?

   ____

4. What feelings do you think the man is having?

   ____

5. What is the cartoonist saying about political decisions? ____________

   A. They are easy to make

   B. They are hard to make

   C. Nothing

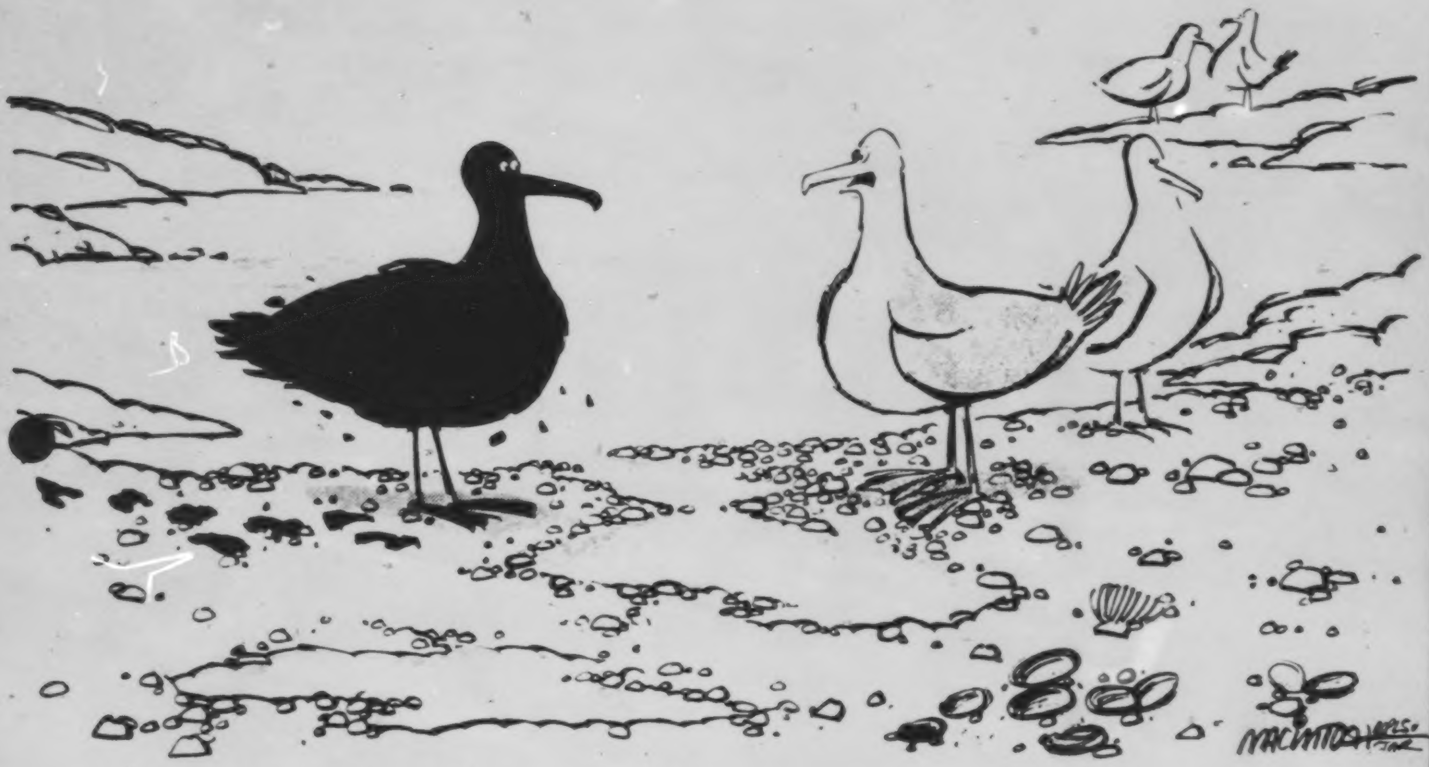
This is the end of Lesson 40.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 41

The cartoon below was published shortly after a major oil spill in the Atlantic Ocean off the East Coast of the United States. Look at it carefully and answer questions 1-3.



So, how are things off Nantucket?

Go on to the next page of this lesson.

This cartoon by Craig MacIntosh is reprinted courtesy of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 41

Page 2

1. What kind of controversial issue do you think this cartoon is about?

____

____

____

2. Why is one sea gull black? ______________________________

3. Where do you think Nantucket might be? ____________

   A. Massachusetts

   B. Minnesota

   C. Missouri

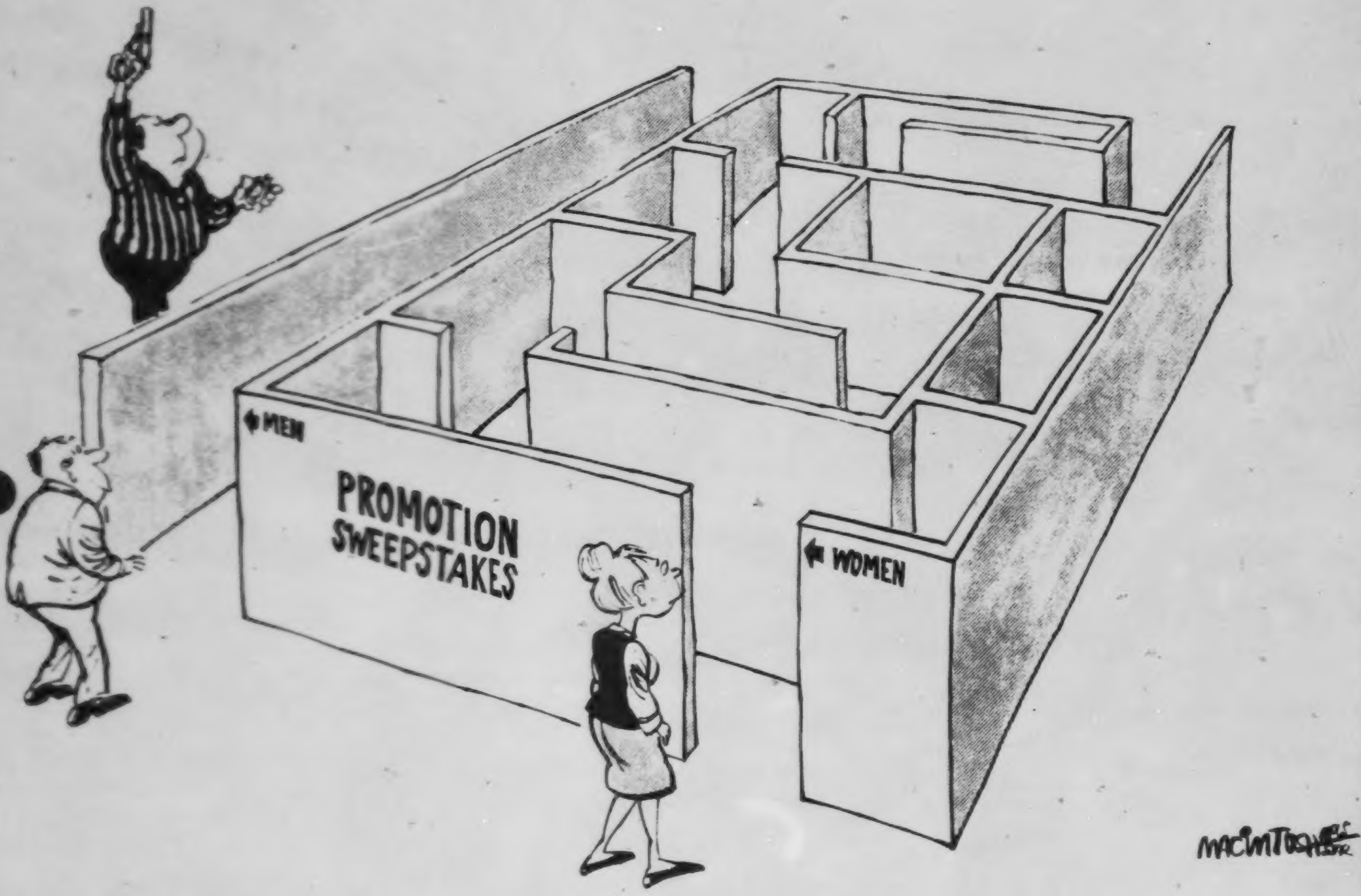
This is the end of Lesson 41.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 42

Look at the political cartoon below and answer questions 1-3.


MEN
PROMOTION SWEEPSTAKES
WOMEN
MACINTOSH

Go on to the next page of this lesson.

This cartoon by Craig MacIntosh is reprinted courtesy of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 42

Page 2

1. What political controversy is this cartoon about? ________________
   ____

2. Which person does the cartoonist think will get ahead faster in a job?
   ____

3. What point is the cartoonist trying to get across? __________
   - A. Men are smarter than women
   - B. Women are smarter than men
   - C. Discrimination in jobs on the basis of sex is unfair

This is the end of Lesson 42.

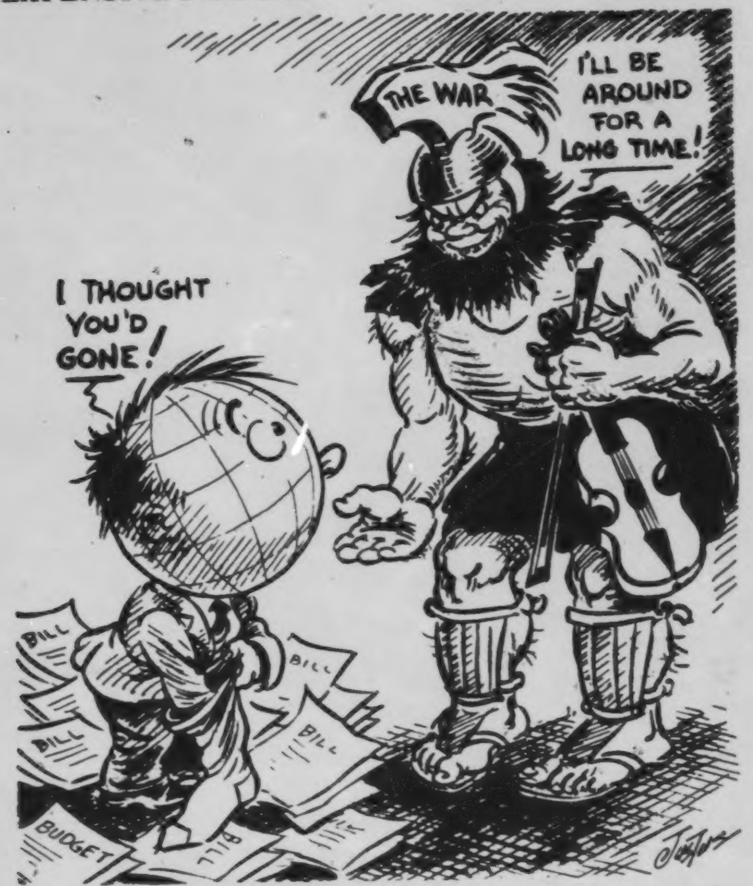
Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 43

Look at the political cartoon below and answer questions 1-3.

EXPENSIVE FIDDLER


THE WAR
I'LL BE AROUND FOR A LONG TIME!
I THOUGHT YOU'D GONE!
BILL
BILL
BILL
BILL
BUDGET

February 6, 1947

Go on to the next page of this lesson.

This Justus cartoon is reprinted courtesy of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 43

Page 2

1. What does the larger figure stand for?

   ____

2. What is the smaller figure? ____________________________________

3. What political controversy is the cartoon about? ____________________

   ____

4. What do you think all the bills are for? ____________________________

   ____

This is the end of Lesson 43.

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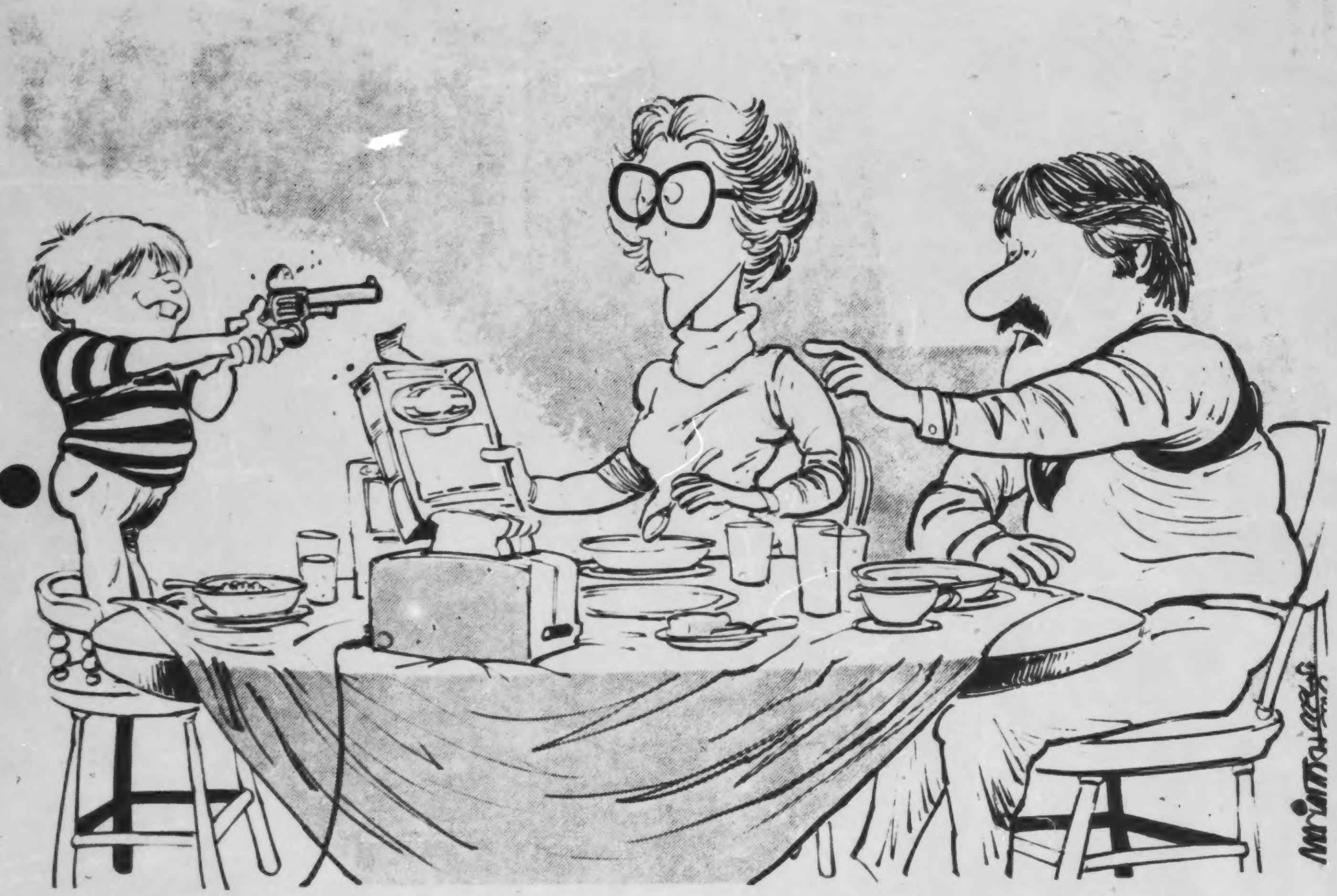
Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 44

Look at the cartoon below and answer questions 1-3.



Arnie, your mommy and I are concerned about the amount of TV you've been watching.

Go on to the next page of this lesson.

This cartoon by Craig MacIntosh is reprinted courtesy of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 44

Page 2

1. What do the parents think makes the boy point the gun at them?

____

2 What controversy is this about? ______________________________

____

3. Where does the cartoonist seem to think children learn violence?

____

This is the end of Lesson 44.

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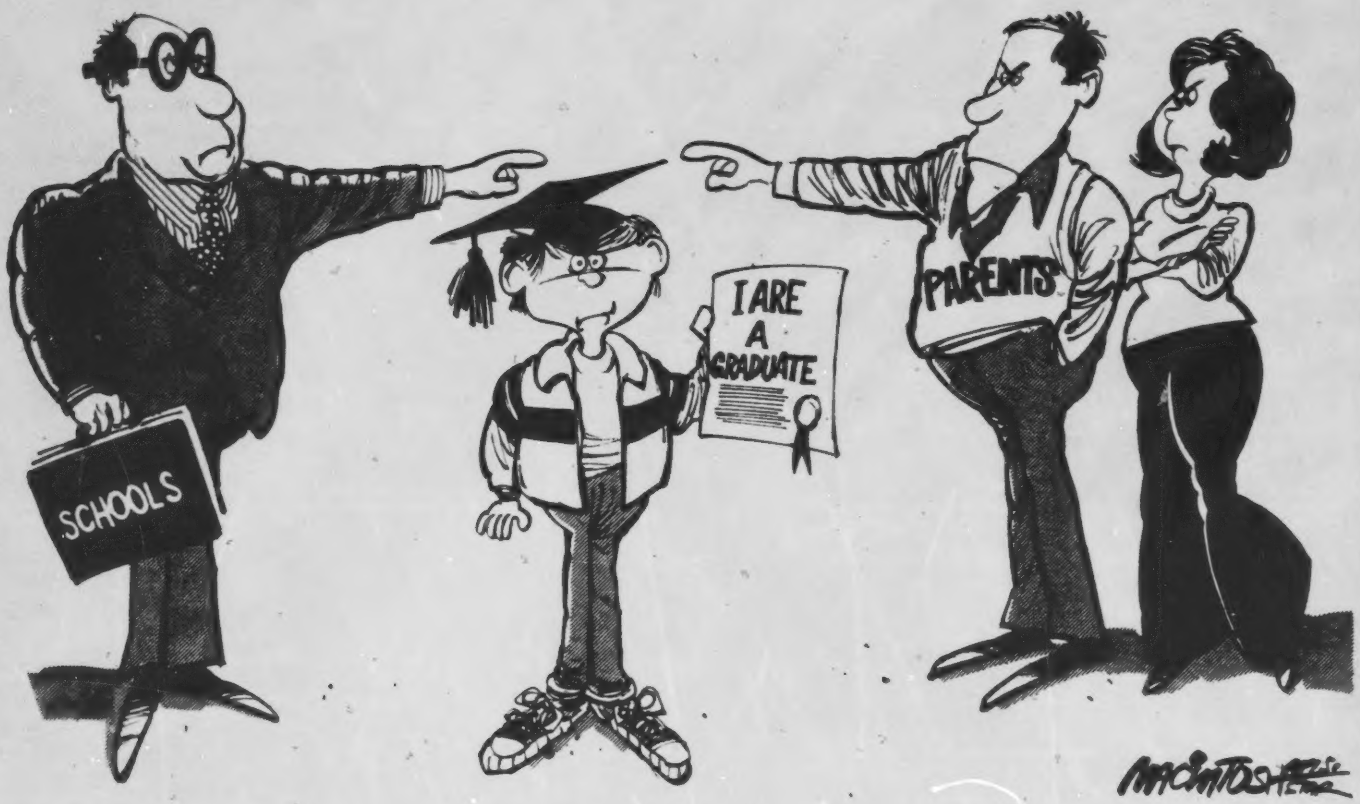
Name ____________________

Class ____________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 45

Look at the cartoon below and answer questions 1-3.


SCHOOLS
I ARE A GRADUATE
PARENTS
MACINTOSH

Go on to the next page of this lesson.

This cartoon by Craig MacIntosh is reprinted courtesy of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 45

Page 2

1. What political controversy is this cartoon referring to?

   ____

2. Who do schools blame for the problem? ______________________

   Who do the parents blame? ______________________________

3. What two things about the boy tell you what this controversy is about?

   ____

   ____

This is the end of Lesson 45.

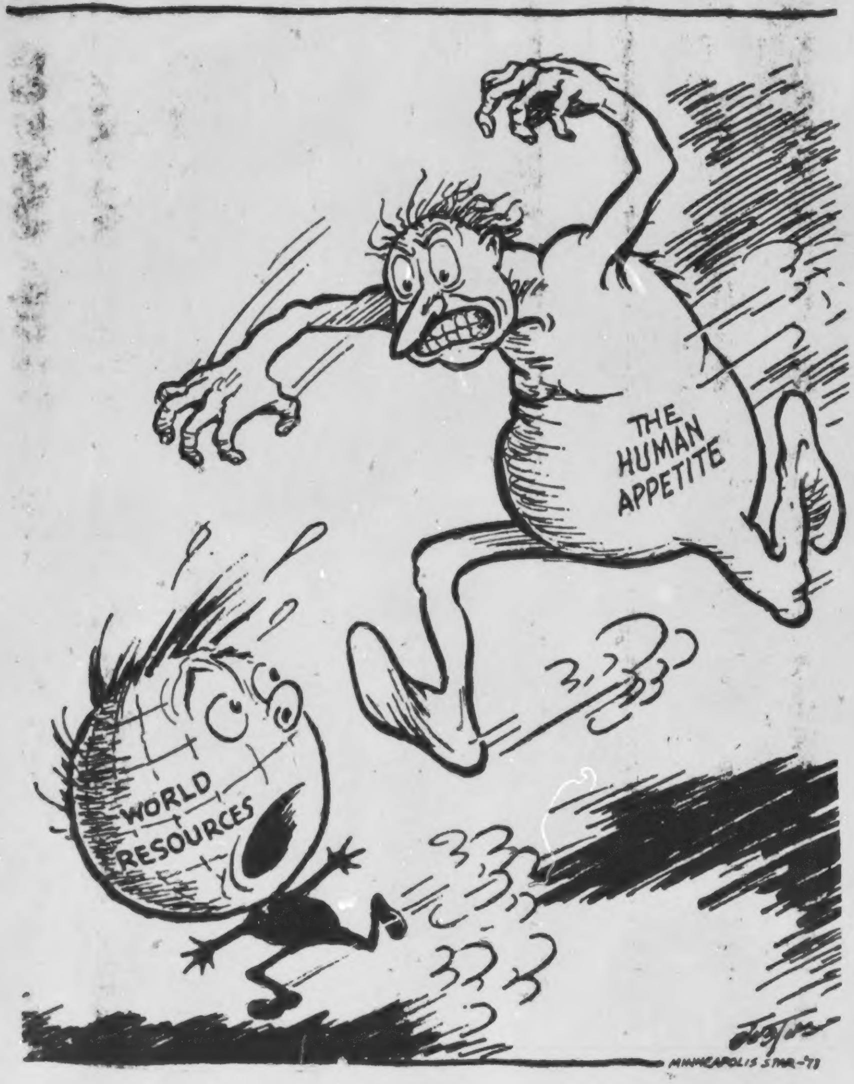
Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 46

Look at the cartoon below and answer questions 1 and 2.

REAL HORROR STORY


THE HUMAN APPETITE
WORLD RESOURCES
Justus
MINNEAPOLIS STAR-'73

Go on to the next page of this lesson.

This Justus cartoon is reprinted with the permission of the *Minneapolis Star*.

Name ______________________________

Class ______________________________

UNDERSTANDING POLITICAL CARTOONS: LESSON 46

Page 2

1. What is happening to "World Resources" in the cartoon? ____________ ____

2. What political controversy is this cartoon about? ________________ ____

This is the end of Lesson 46.

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3. GEOGRAPHIC SKILLS (LESSONS 47-67)

Although geographic concepts and skills are introduced and reinforced in elementary social studies programs, many students enter junior high school lacking basic geographic knowledge and skills. This section is intended to help students understand such concepts as *continent, ocean, directional symbol, latitude, longitude,* and *scale.*

Five skill categories are treated in this section: identifying continents and oceans, reading directions on a map, locating places on a map, reading symbols on a map, and calculating mileage on a map.

At least two lessons are presented for each skill. In general, the lessons for each skill follow a sequential pattern of easiest to hardest.

Maps of the United States and world, a globe, and rulers will be needed for these lessons.

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Name ______________________________

Class ____________________________

VISUALIZING TOPOGRAPHICAL FACTS: LESSON 47

The information on this page is to help you to develop your skills in identifying continents and oceans. Items 1-10 below are a list of important facts about the earth's continents and oceans. The world map on the next page will help you visualize each of the 10 facts. You will need to know this information in order to do the exercise on page 3.

-- Most of the earth's surface is covered with water.

-- Bodies of water are separated by land masses between them.

-- The largest masses of land on the earth are the *continents*.

-- The largest continent is Asia.

-- The smallest continent is Australia.

-- The other continents are: Africa, North America, South America, Antarctica, and Europe.

-- There are five *oceans*.

-- The five oceans are the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, and Antarctic Ocean.

Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Identifying Continents and Oceans

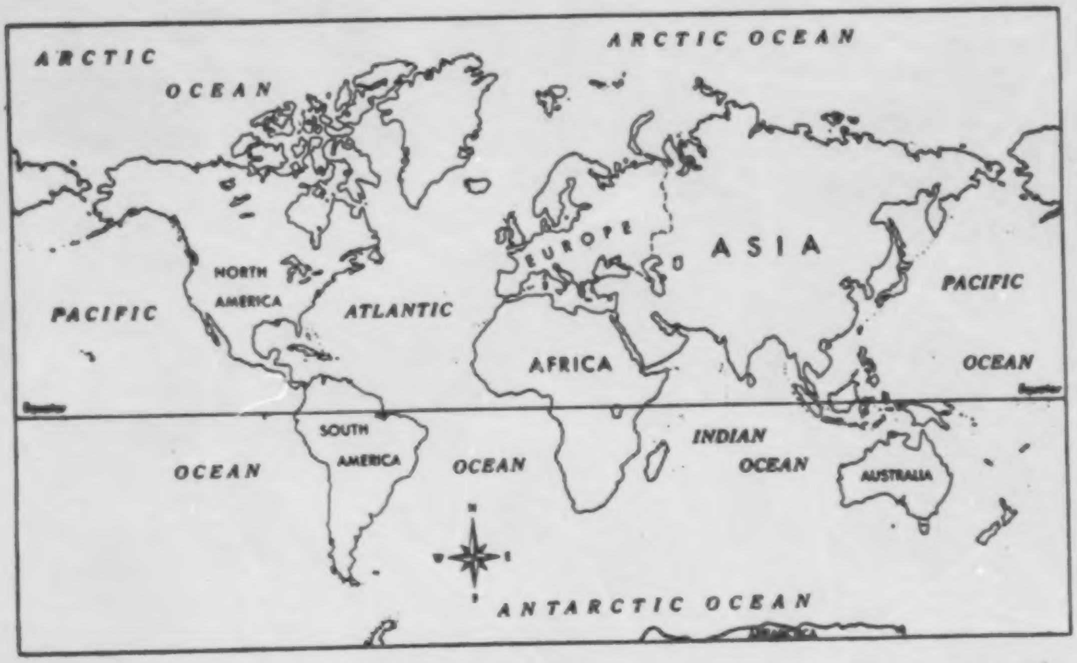
Name ______________________________

Class ______________________________

VISUALIZING TOPOGRAPHICAL FACTS: LESSON 47

Page 2

The map of the world on this page shows all of the continents and oceans. On the next page are outlines of the seven continents. Each continent is identified by a letter. Match the correct letters on the outlines with the names of the continents.


ARCTIC
OCEAN
ARCTIC OCEAN
NORTH AMERICA
EUROPE
ASIA
PACIFIC
ATLANTIC
AFRICA
PACIFIC
OCEAN
SOUTH AMERICA
OCEAN
OCEAN
INDIAN
OCEAN
AUSTRALIA
ANTARCTIC OCEAN
N
W
E
S

Go on to the next page of this lesson.

Name ______________________________

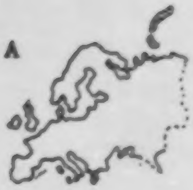
Class ______________________________

VISUALIZING TOPOGRAPHICAL FACTS: LESSON 47

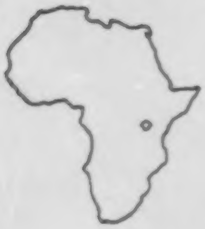
Page 3

1. North America ____________
2. South America ____________
3. Europe ____________
4. Africa ____________
5. Asia ____________
6. Australia ____________
7. Antarctica ____________

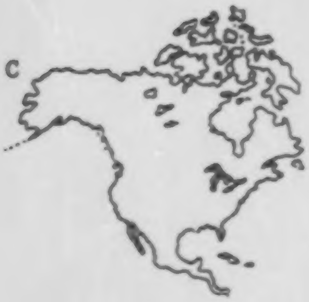
A



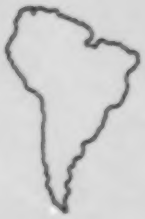
B



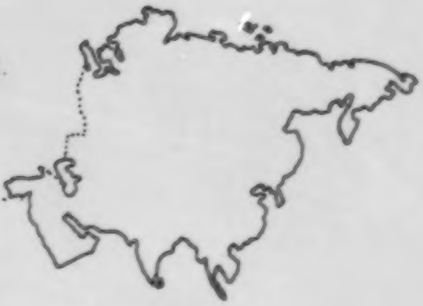
C



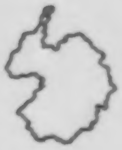
D



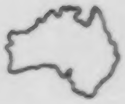
E



F



G



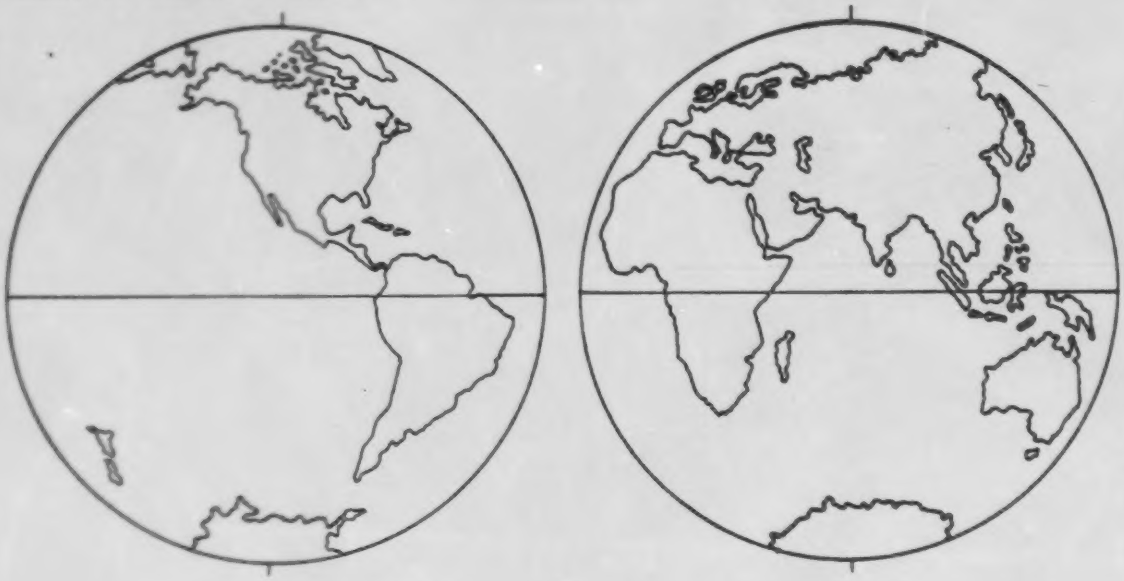
This is the end of Lesson 47.

Name ______________________________

Class ______________________________

LOCATING CONTINENTS AND OCEANS: LESSON 48

The maps below represent views of opposite sides of the globe. Using a classroom map or globe as a reference, write in the names of the seven continents on the maps below. Notice that one of the continents is shown on both maps. Be sure to identify it in both places. Now write in the names of the five oceans.



Continents

Africa
Antarctica
Asia
Australia
Europe
North America
South America

Oceans

Antarctic
Arctic
Atlantic
Indian
Pacific

This is the end of lesson 48.

GEOGRAPHIC SKILLS/Reading Directions on a Map

Name ______________________________

Class ______________________________

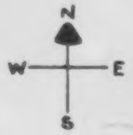
UNDERSTANDING CARDINAL DIRECTIONS: LESSON 49

Cardinal directions are the four main directions (north, south, east, and west).

Intermediate directions are the in-between directions (northeast, southeast, northwest, and southwest).

On most maps north is at the top. However, this is not always true. Before using a map, it is important to find out where north is.

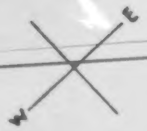
Almost every map has an arrow pointing toward north. When you begin to use a new map, look for that arrow. Once you know where north is, you can find all the other directions because they are always in the same relationship to one another.

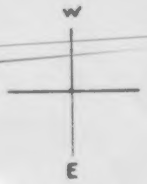


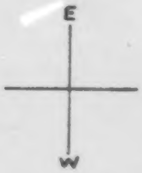
Imagine the hands of a clock. If north were 12 o'clock, south would be 6 o'clock. East would be 3 o'clock and west would be 9 o'clock.

But suppose north were at 3 o'clock. Then south would be at 9 o'clock, east would be at 6 o'clock, and west would be at 12 o'clock.

Find north and south on each of the directional diagrams below. Draw an arrow on the end of the line that points north and write the letter "N" above it.







Go on to the next page of this lesson.

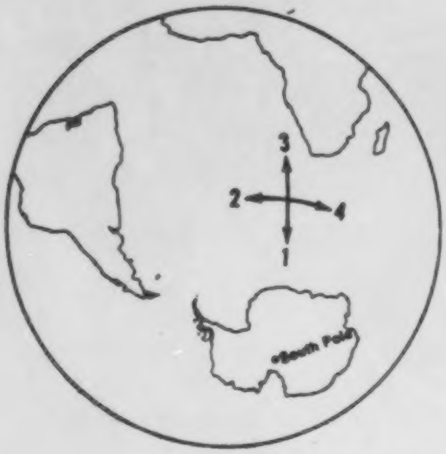
Name ______________________________

Class ______________________________

UNDERSTANDING CARDINAL DIRECTIONS: LESSON 49

Page 2

Below is a map showing one view of the globe. Look at it carefully and write the directions for each of the numbers.



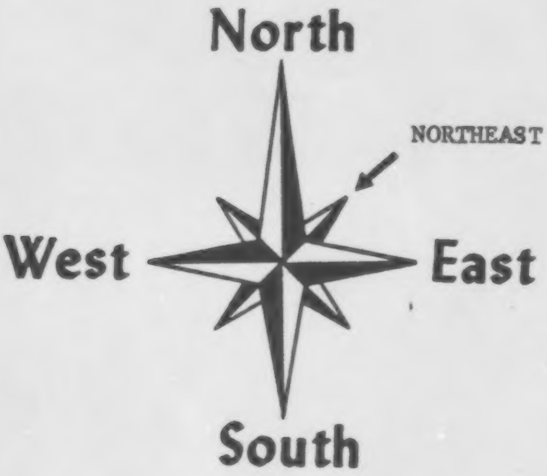
1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

The intermediate directions are just where you would expect them to be: halfway between the cardinal directions. For example, northeast is halfway between north and east. Fill in the rest of the intermediate directions on the directional symbol below.



Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Reading Directions on a Map

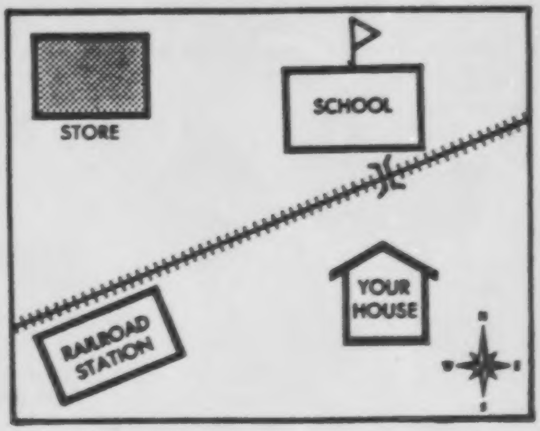
Name ______________________________

Class ______________________________

UNDERSTANDING CARDINAL DIRECTIONA: LESSON 49

Page 3

The map below shows part of a town. The directional symbol appears in the lower-right-hand corner. Look at it carefully and answer questions 5-10.



5. Starting at your house, if you walked straight north you would reach the ______________________________.

6. If you walked west from that place, you would reach the ___________.

7. If you walked south from that place, you would reach the ___________ ___________.

8. In order to get back home again, in which direction would you walk? ____________________

9. In what direction does the railroad track run? ____________________ ______________________________

10. If you went from your house to the store, in what direction would you walk? ______________________________

Go on to the next page of this lesson.

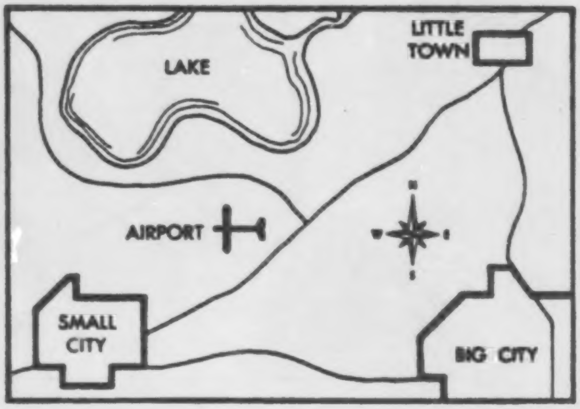
Name ______________________________

Class ______________________________

UNDERSTANDING CARDINAL DIRECTIONS: LESSON 49

Page 4

Study the map on this page, and indicate whether the five statements below it are true or false.


LAKE
LITTLE TOWN
AIRPORT
N
W
E
S
SMALL CITY
BIG CITY

11. Big City is west of Small City.___________

12. The lake is northwest of Big City.___________

13. Little Town is northeast of Small City.___________

14. Big City is southeast of the lake. ___________

15. The airport is northwest of Small City. ___________

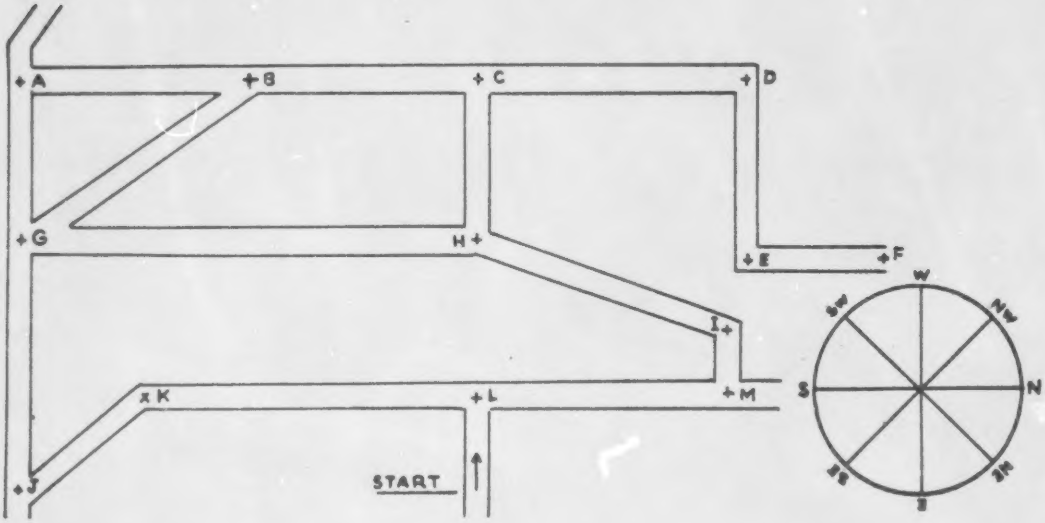
This is the end of Lesson 49.

Name ______________________________

Class ______________________________

FOLLOWING DIRECTIONS ON A MAP: LESSON 50

Below is a street-map maze and a symbol showing the cardinal and intermediate directions on this map. Look carefully at the directional symbol. (Where is north?) Below are nine instructions to guide you through the maze. Use a pencil to trace your route. Fill in the blanks on the instructions as you go.



1. Begin where it says "START." Draw a dotted line to the first +.
   You have stopped at letter ___________.

2. Continue north to the next +. You have stopped at letter ___________.

3. Go west to the next +. You have stopped at letter ___________.

4. Travel southwest to the next +. You have stopped at letter ___________.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

FOLLOWING DIRECTIONS ON A MAP: LESSON 50

Page 2

5. Proceed south to the next +. You have stopped at letter ____________.

6. Go northwest to the next +. You have stopped at letter ___________.

7. Now go north as far as you can without changing direction. You have stopped at letter ___________.

8. Head east to the next +. You have stopped at letter ___________.

9. Finally, head north to the next +. You have stopped at letter ___________.

This is the end of Lesson 50.

Name ________________________________

Class ________________________________

USING A GRID: LESSON 51

In order to find the exact location of a place on a map, we need to use a *grid*.

A *grid* is a criss-crossing pattern of evenly spaced lines. One set of lines goes up and down; the other set of lines goes across the map.

On a map of a city, the criss-crossing streets may form a grid. Usually, the north-south streets form the vertical (up-and-down) lines and the east-west streets form the horizontal (across the page) lines.

You can find the exact location of a place on a map if you know where the place is in relation to the *intersection* (crossing) of a vertical line and a horizontal line.

The map on the next page shows part of an imaginary city. Some of the buildings are identified by capital letters. Suppose you want to locate Building D. If all you know is that Building D is on Elm Avenue, you probably will not be able to find it easily because it could be anywhere along Elm Avenue. But if you also know that the nearest cross street is Third Street, you can pinpoint the location of the building by looking on the map for the intersection of Elm Avenue and Third Street.

Fill in the blanks in questions 1-6 with the letters identifying the buildings at each location.

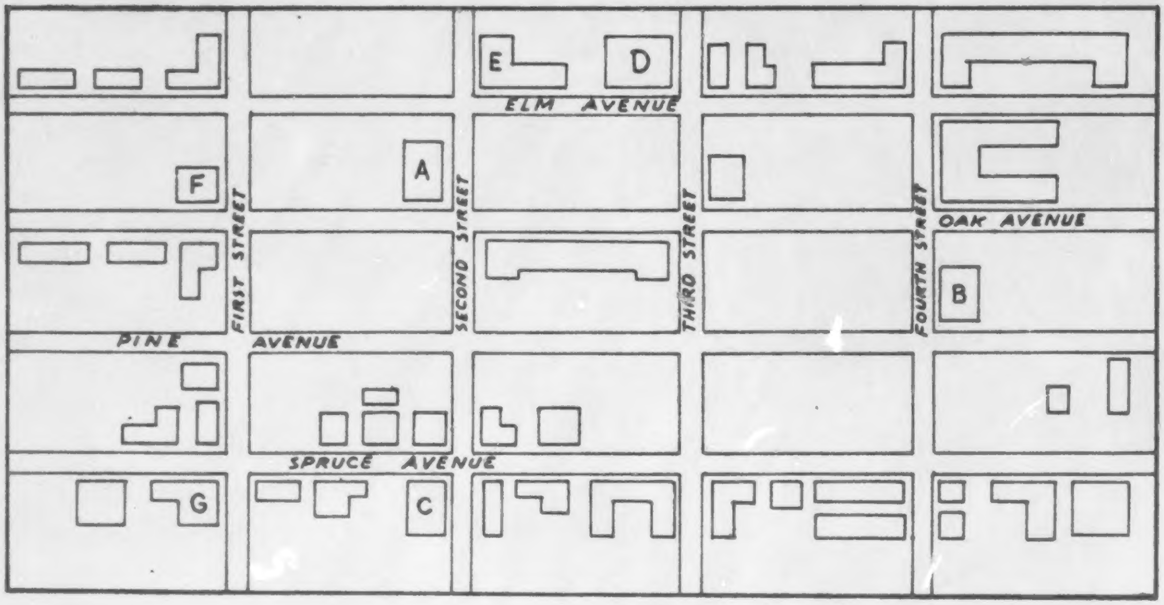
Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A GRID: LESSON 51

Page 2


E
D
ELM AVENUE
F
A
OAK AVENUE
FIRST STREET
SECOND STREET
THIRD STREET
FOURTH STREET
B
PINE AVENUE
SPRUCE AVENUE
G
C

1. Oak Avenue and First Street ____________________
2. Pine Avenue and Fourth Street ____________________
3. Elm Avenue and Second Street ____________________
4. Oak Avenue and Second Street ____________________
5. Spruce Avenue and Second Street ____________________
6. Spruce Avenue and First Street ____________________

This is the end of Lesson 51.

Name ______________________________

Class ______________________________

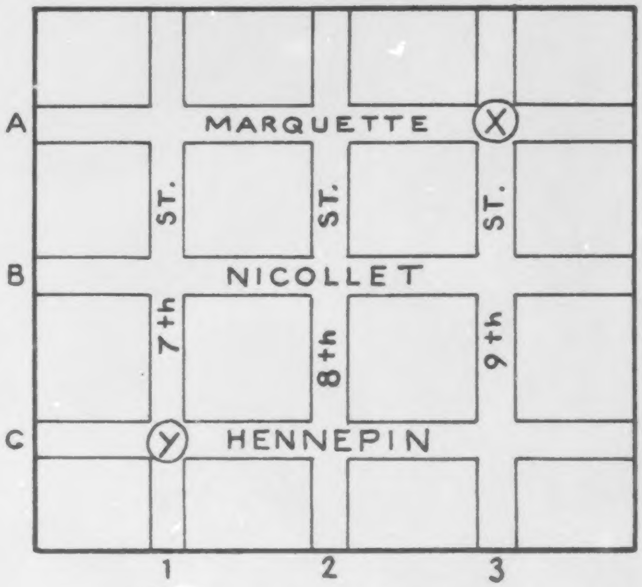
USING A GRID: LESSON 52

The lines on a grid are always an equal distance apart. The horizontal (across) lines are usually labeled in a different way than the vertical (up-and-down) lines. For example, the horizontal lines may be labeled "A." "B," "C," and so on, while the vertical lines may be numbered.

Since the streets in a city are not always the same distance apart, most street maps have a separate grid to help people find the locations of buildings or other features.

The street map on the right shows part of downtown Minneapolis. Notice that the spot labeled "X" can be described in two different ways: (1) as the intersection (crossing) of Marquette and 9th Street and (2) as the intersection of grid lines A and 3. The spot labeled "Y" can be described as the intersection of 7th Street and Hennepin or as the intersection of grid lines 1 and C.

STREET MAP



Usually, a city street map has an index to help people locate places in the city. After each listing in the index is a letter-number combination describing the intersection of two grid lines. (In city maps, the grid "lines" are often actually bands several blocks wide.) For example, the location of City Hall might be described as "F-11."

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A GRID: LESSON 52

Page 2

In the chart below, the horizontal grid bands are labeled "A," "B," "C," and "D," while the vertical bands are numbered from 1 to 7. Fill in the missing information in the blank squares.

	1	2	3	4	5	6	7	
A	A-1		A-3	A-4		A-6		A
B	B-1	B-2		B-4		B-6		B
C		C-2	C-3		C-5		C-7	C
D	D-1	D-2	D-3		D-5		D-7	D
	1	2	3	4	5	6	7	

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A GRID: LESSON 52

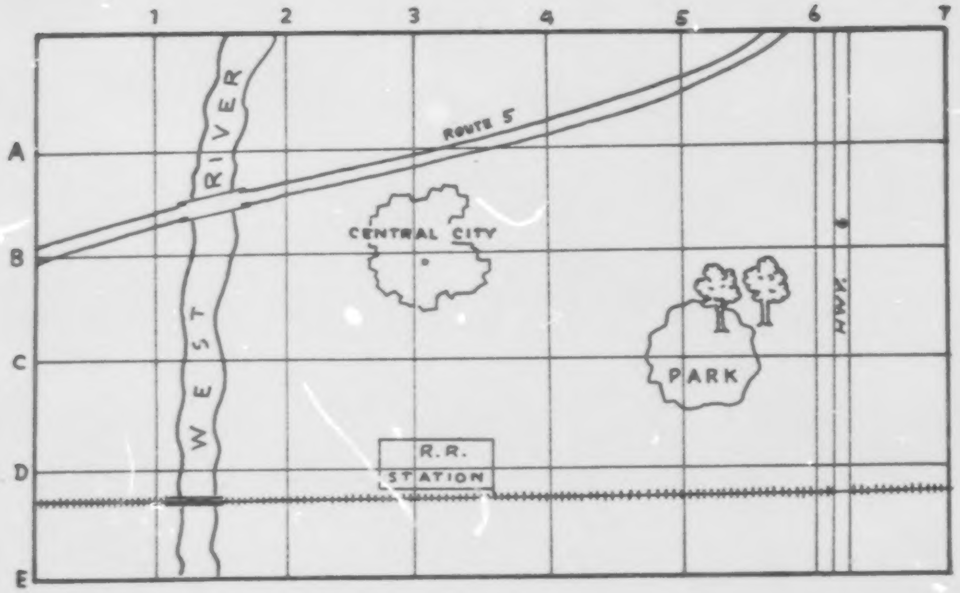
Page 3

Find intersections 1, 2, and 3 on the map below. What building or feature is at each location?

1. B-3 ______________________________

2. C-5 ______________________________

3. D-3 ______________________________


1
2
3
4
5
6
7
A
B
C
D
E
ROUTE 5
WEST RIVER
CENTRAL CITY
PARK
R.R. STATION
HWY.

This is the end of Lesson 52.

GEOGRAPHIC SKILLS/Locating Places on a Map

Name ______________________________

Class ______________________________

EARTH STUDY SHEET: LESSON 53

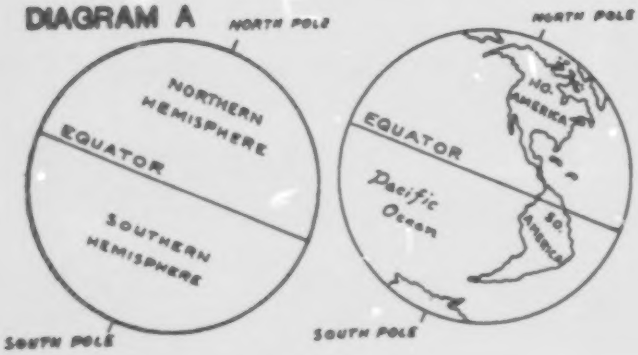
The information on this study sheet is designed to help you understand the ideas of *hemisphere, latitude,* and *longitude*.

All four of the diagrams on this study sheet represent the earth. Each diagram is different because it shows a different set of facts or ideas about the earth.

Look carefully at each diagram as you read the information next to it. Pay special attention to the lines, numbers, and labels on each diagram. After you have finished reading the explanations, compare the diagrams with one another and try to see how they are related to each other.

Diagram A

DIAGRAM A


NORTH POLE
NORTHERN HEMISPHERE
EQUATOR
SOUTHERN HEMISPHERE
SOUTH POLE
NORTH POLE
NO. AMERICA
EQUATOR
Pacific Ocean
SO. AMERICA
SOUTH POLE

The equator divides the earth into two equal parts. Since the earth is a sphere, or ball, each part is half a sphere, or a *hemisphere*.

The *Northern Hemisphere* is the half of the earth between the equator and the *North Pole*.

The *Southern Hemisphere* is the half of the earth between the equator and the *South Pole*.

Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Locating Places on a Map

Name ________________________________

Class ________________________________

EARTH STUDY SHEET: LESSON 53

Page 2

DIAGRAM B LINES of LATITUDE

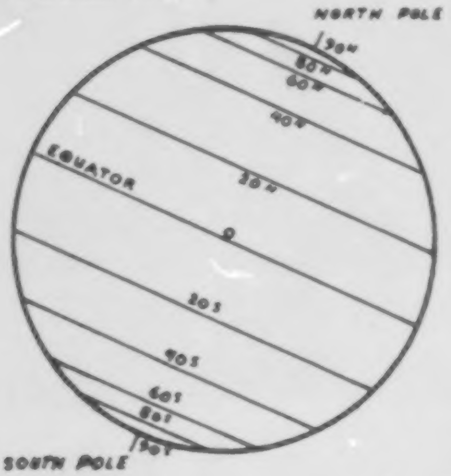

NORTH POLE
90N
80N
60N
40N
20N
EQUATOR
0
20S
40S
60S
80S
90S
SOUTH POLE

Diagram B

The lines that go east and west around the globe are called *parallels, or lines of latitude.*

The equator is the 0° east-west line, or *0° latitude.*

The North Pole and the South Pole are each numbered 90°. All lines of latitude are numbered from 0° to 90° north and south from the equator.

DIAGRAM C LINES of LONGITUDE

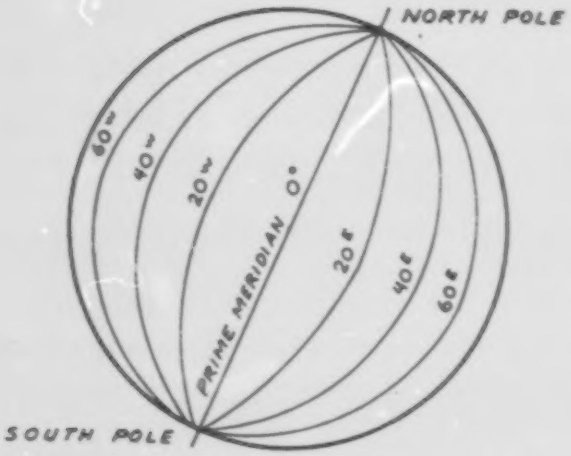

NORTH POLE
60W
40W
20W
PRIME MERIDIAN 0°
20E
40E
60E
SOUTH POLE

Diagram C

The lines that go north and south between the North Pole and the South Pole are called *meridians, or lines of longitude.*

The *prime meridian* is a special name for the 0° north-south line.

All meridians are numbered from 0° to 180° east from the prime meridian and from 0° to 180° west from the prime meridian.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

EARTH STUDY SHEET: LESSON 53

Page 3

DIAGRAM D LINES of LATITUDE and LONGITUDE

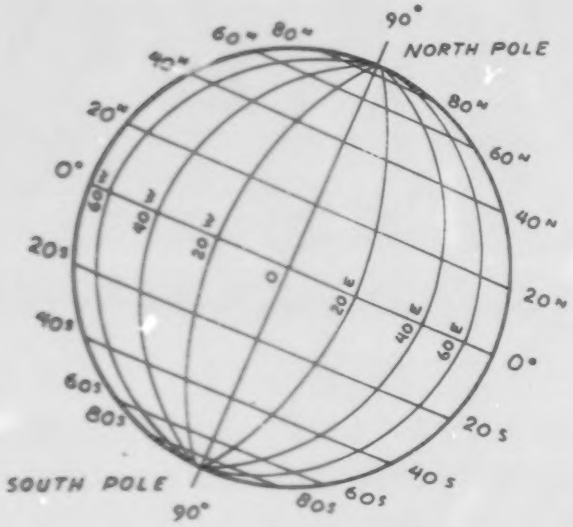

90°
NORTH POLE
60 N
80 N
40 N
20 N
0°
20 S
40 S
60 S
80 S
SOUTH POLE
90°
80 N
60 N
40 N
20 N
0°
20 S
40 S
80 S
60 S
60 W
40 W
20 W
0
20 E
40 E
60 E

Diagram D

When lines of latitude are placed over lines of longitude, a *global grid* is formed.

The global grid can be used to find the exact location of any place on earth.

Notice that these lines of latitude and longitude are similar to the streets and avenues you used to find places in Lesson 51.

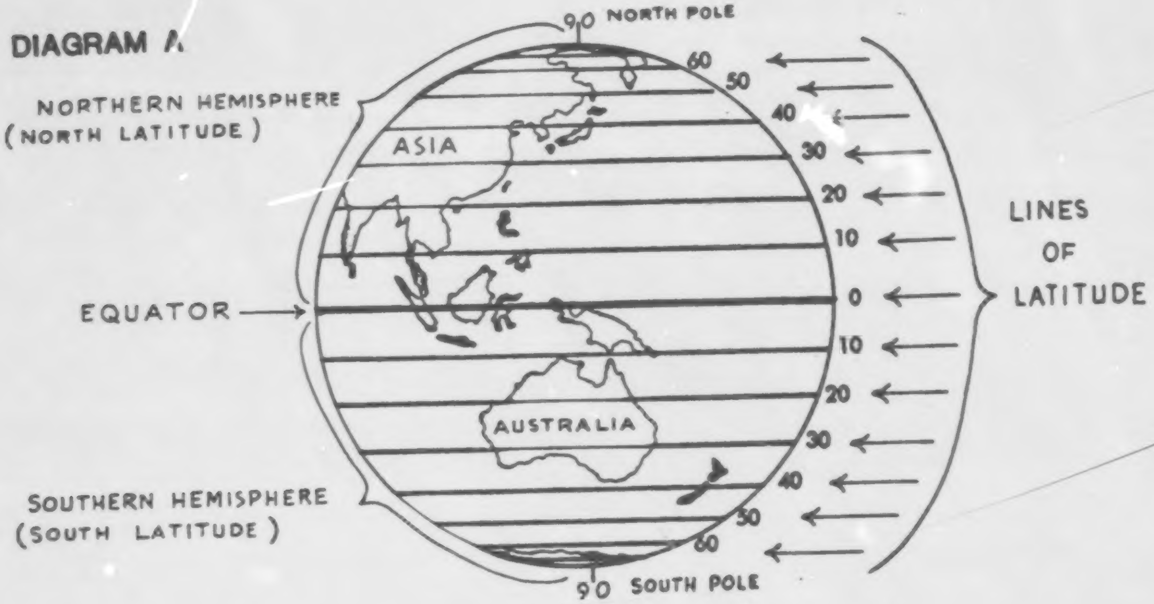
This is the end of Lesson 53.

Name ______________________________

Class ______________________________

EARTH STUDY SHEET: LESSON 54

DIAGRAM A


90 NORTH POLE
NORTHERN HEMISPHERE (NORTH LATITUDE)
ASIA
60
50
40
30
20
10
0
10
20
30
40
50
60
LINES OF LATITUDE
EQUATOR
AUSTRALIA
SOUTHERN HEMISPHERE (SOUTH LATITUDE)
90 SOUTH POLE

As you read the definitions of the words in this study sheet, look for the terms in the diagrams.

Diagram A

Lines of latitude (parallels): Imaginary lines that run horizontally around the globe (east ←→ west). Lines of latitude measure (in degrees) distance north and south from the equator.

Equator: The imaginary line that runs around the middle of the earth, halfway between the North Pole and the South Pole. The equator is labeled 0° latitude on the map. It is the longest latitude line.

North Pole: The northernmost point on earth--90° north latitude on the map.

Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Locating Places on a Map

Name ______________________________

Class ______________________________

EARTH STUDY SHEET: LESSON 54

Page 2

South Pole: The southernmost point on earth--90° south latitude on the map.

Southern Hemisphere: The half of the earth that lies between the equator and the South Pole.

Northern Hemisphere: The half of the earth that lies between the equator and the North Pole.

DIAGRAM B

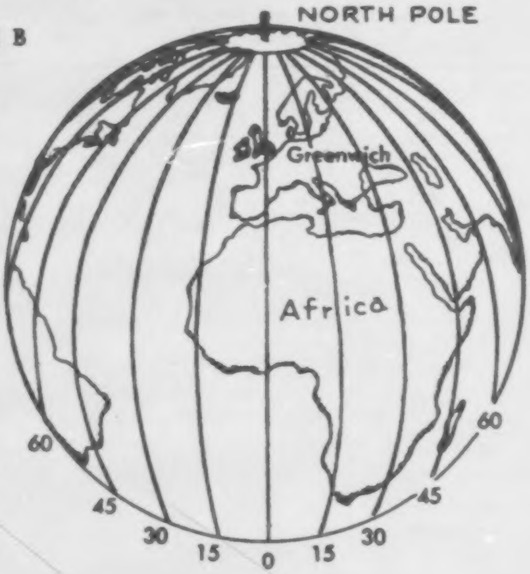
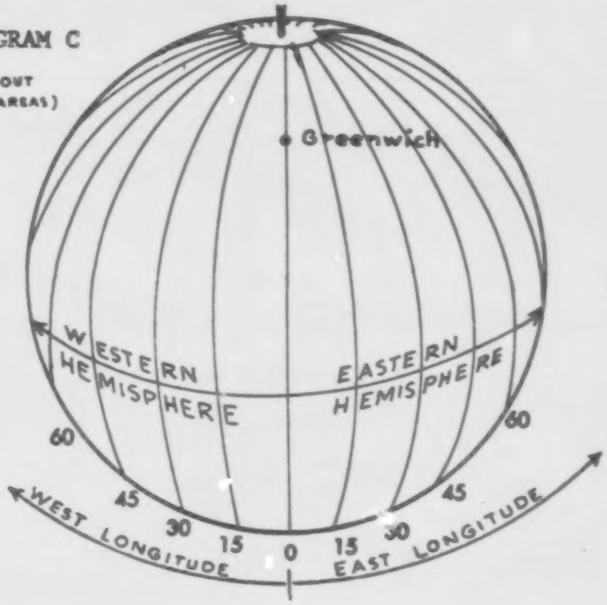

NORTH POLE
Greenwich
Africa
60
45
30
15
0
15
30
45
60

DIAGRAM C

(WITH OUT LAND AREAS)


Greenwich
WESTERN HEMISPHERE
EASTERN HEMISPHERE
60
45
30
15
0
15
30
45
60
WEST LONGITUDE
EAST LONGITUDE

Diagrams B and C

Lines of longitude (meridians): Imaginary lines that run north and south from the North Pole to the South Pole. All the lines of longitude meet when they pass through both poles. Lines of longitude measure (in degrees) the distance east or west of the prime meridian.

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Name ______________________________

Class ______________________________

EARTH STUDY SHEET: LESSON 54

Page 3

Prime meridian: The first, or beginning, line of longitude, running through Greenwich, England. The prime meridian is 0° longitude. Lines of longitude measure position east or west of the prime meridian.

Greenwich, England: This suburb of London, the location of the Royal Observatory, was selected by worldwide agreement as the location for the longitude line which we call the prime meridian.

Eastern Hemisphere: The half of the earth that lies east of the prime meridian as far as the 180th meridian. Places located here are in east longitude.

Western Hemisphere: The half of the earth that lies west of the prime meridian as far as the 180th meridian. Places located here are in west longitude.

This is the end of Lesson 54.

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Name ________________________________

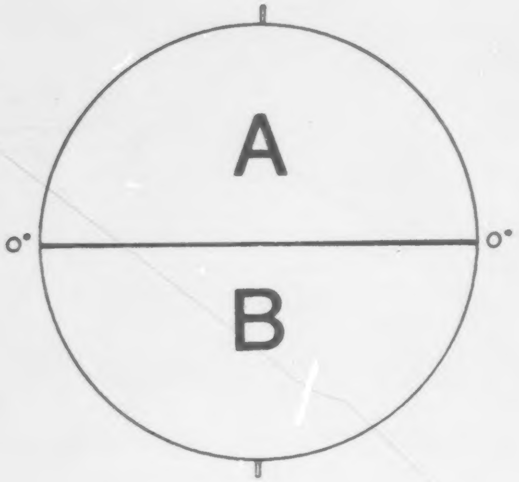
Class ________________________________

UNDERSTANDING LATITUDE: LESSON 55

The diagrams in this lesson are simple pictures of the earth.

Remember that any place that lies north of the equator (between the equator and the North Pole) is in the *Northern Hemisphere*.

Remember that any place that lies south of the equator (between the equator and the South Pole) is in the *Southern Hemisphere*.



1. Write the following terms in the proper places on the diagram at left: North Pole, South Pole, equator.
2. The part of the diagram that would represent the Northern Hemisphere is marked with the letter ____________.
3. The part of the diagram that would represent the Southern Hemisphere is marked with the letter ____________.

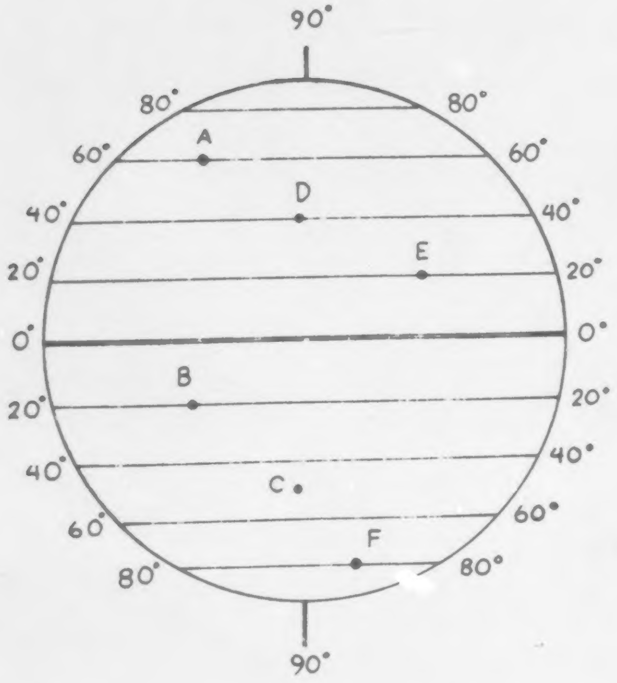
Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING LATITUDE: LESSON 55

Page 2


90°
80°
80°
A
60°
60°
D
40°
40°
E
20°
20°
0°
0°
B
20°
20°
40°
40°
C
60°
60°
F
80°
80°
90°

4. Write the following terms in the proper places on the diagram at left: North Pole, South Pole, equator.

5. Which three letters on the diagram at left are located in north latitude? ___________ ___________ ___________

6. Which three letters on the diagram at left are located in south latitude? ___________ ___________ ___________

This is the end of Lesson 55.

Name ______________________________

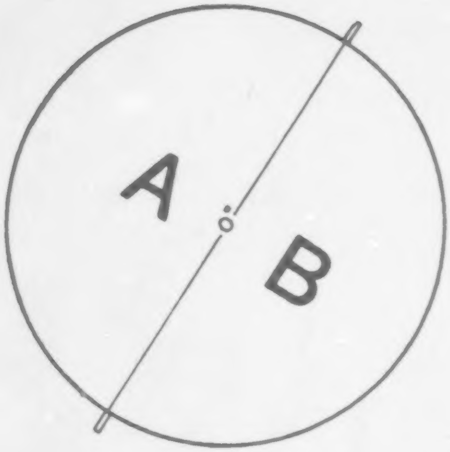
Class ______________________________

UNDERSTANDING LONGITUDE: LESSON 56

The diagrams in this lesson are simple pictures of the earth. Remember that the prime meridian is labeled 0° and is the *first meridian.*

Any place that lies east of the prime meridian (as far as the 180th meridian) is in *east longitude.*

Any place that lies west of the prime meridian (as far as the 180th meridian) is in *west longitude.*



1. Write the following terms in the proper places on the diagram at left: North Pole, South Pole, prime meridian.
2. The part of the diagram that would represent the Western Hemisphere is marked with the letter __________.
3. The part of the diagram that would represent the Eastern Hemisphere is marked with the letter __________.

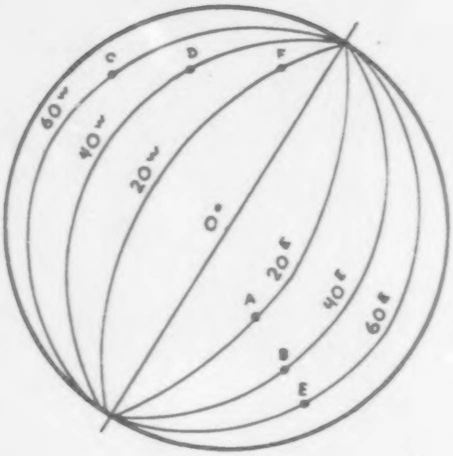
Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING LONGITUDE: LESSON 56

Page 2



4. Write the following terms in the proper places on the diagram at left: North Pole, South Pole, prime meridian.

5. Which three letters on the diagram are located in west longitude? ____________ ____________ ____________

6. Which three letters in the diagram are located in east longitude? ____________ ____________ ____________

This is the end of Lesson 56.

Name ______________________________

Class ______________________________

USING A GLOBE: LESSON 57

A globe is a three-dimensional model of the earth. Looking at a globe will help you understand the information presented in this lesson.

Review the following facts about finding locations on the earth:

--Lines of latitude (parallels) mark the north-south location of a place.

--Parallels go around the earth in an east-west direction, forming circles around the earth.

--Distances around a circle are measured in degrees. Since a circle is like a slice of the earth, distances on the earth can be measured in degrees too.

--There are 360° (degrees) in a complete circle. Thus, one-fourth of a circle contains 90°.

--The numbering of latitude degrees for a place north or south of the equator starts from the equator, which is 0° latitude. The numbers proceed northward to the North Pole, which is 90° north latitude, and southward to the South Pole, which is 90° south latitude.

--Any place that lies north of the equator is in north latitude.

--Any place that lies south of the equator is in south latitude.

--Lines of longitude (meridians) mark the east-west location of a place.

--Meridians go around the earth in a north-south direction.

--Meridians are not parallel with one another. All the meridians meet at the North and South poles.

--Distances in longitude are measured east and west, starting from the prime meridian (0°), to 180°. Since the distance around the earth is

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A GLOBE: LESSON 57

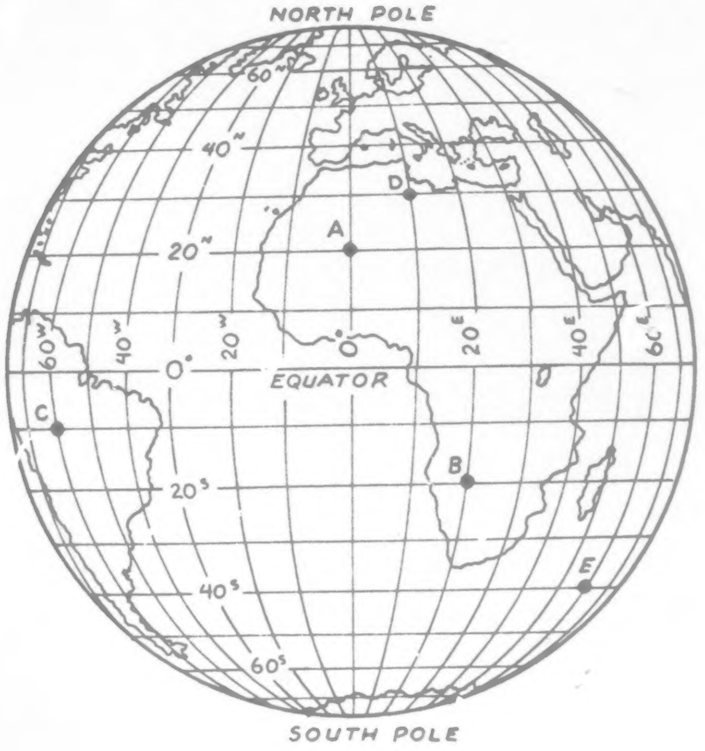
Page 2

360°, the furthest point from the prime meridian is 180°, or halfway around.

The diagram on this page is a simple map of part of the earth showing all of the continent of Africa and parts of other continents. Dots labeled with the letters A-E have been placed at certain locations.

On the next page are five latitude/longitude readings. Find the location of each reading on the map grid and fill in the letter of the dot at that location. The first one has been done for you.

Note that the latitude reading is always given first and that the hemisphere designation (east/west or north/south) appears before the word "latitude" or "longitude."



Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A GLOBE: LESSON 57

Page 3

1. 20° S. Lat., 20° E. Long. ____B____

2. 30° N. Lat., 10° E. Long. __________

3. 20° N. Lat., 0° Long. __________

4. 40° S. Lat., 60° E. Long. __________

5. 10° S. Lat., 60° W. Long. __________

This is the end of Lesson 57.

Name ____________________________

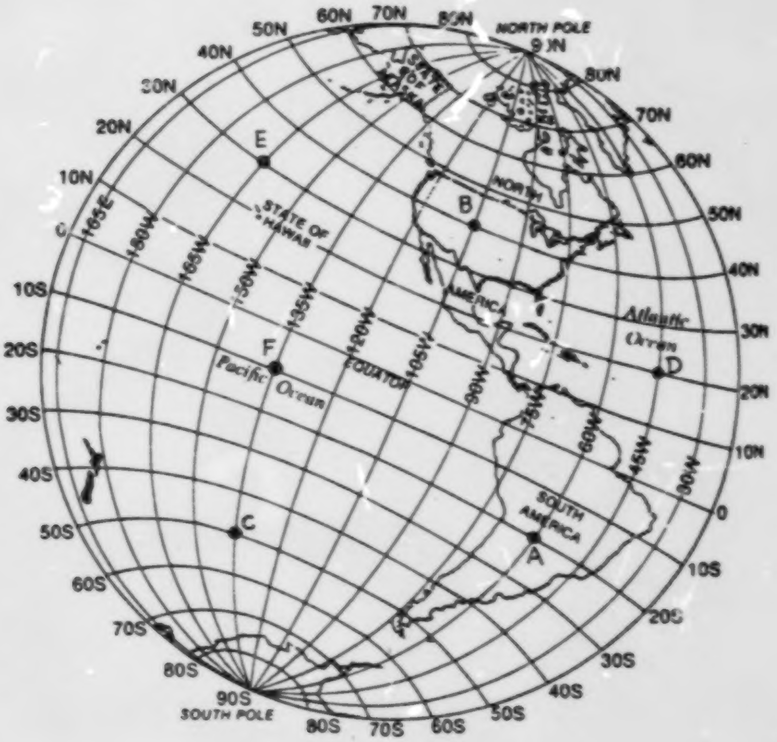
Class ____________________________

USING A GLOBE: LESSON 58

The diagram on this page is a map of part of the earth showing the continents of North America and South America. Dots labeled with the letters A-F have been placed at certain spots on the map grid.

In the blank space under each letter on the next page, write the latitude and longitude readings of that dot.

Be sure to specify the number of degrees and indicate the hemisphere. The first one is done for you as an example.


50N
60N
70N
80N
NORTH POLE
90N
40N
30N
20N
10N
0
80N
70N
60N
50N
40N
30N
20N
10N
0
10S
20S
30S
40S
50S
60S
70S
80S
90S
SOUTH POLE
80S
70S
60S
50S
40S
30S
20S
10S
165E
180W
165W
150W
135W
120W
105W
90W
75W
60W
45W
30W
STATE OF ALASKA
STATE OF HAWAII
NORTH AMERICA
SOUTH AMERICA
Atlantic Ocean
Pacific Ocean
EQUATOR
A
B
C
D
E
F

Go on to the next page of this lesson.

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Name ______________________________

Class ______________________________

USING A GLOBE: LESSON 58

Page 2

1. Letter A

20° S. Lat., 60° W. Long.

2. Letter B

____

3. Letter C

____

4. Letter D

____

5. Letter E

____

6. Letter F

____

This is the end of Lesson 58.

Name ______________________________

Class ______________________________

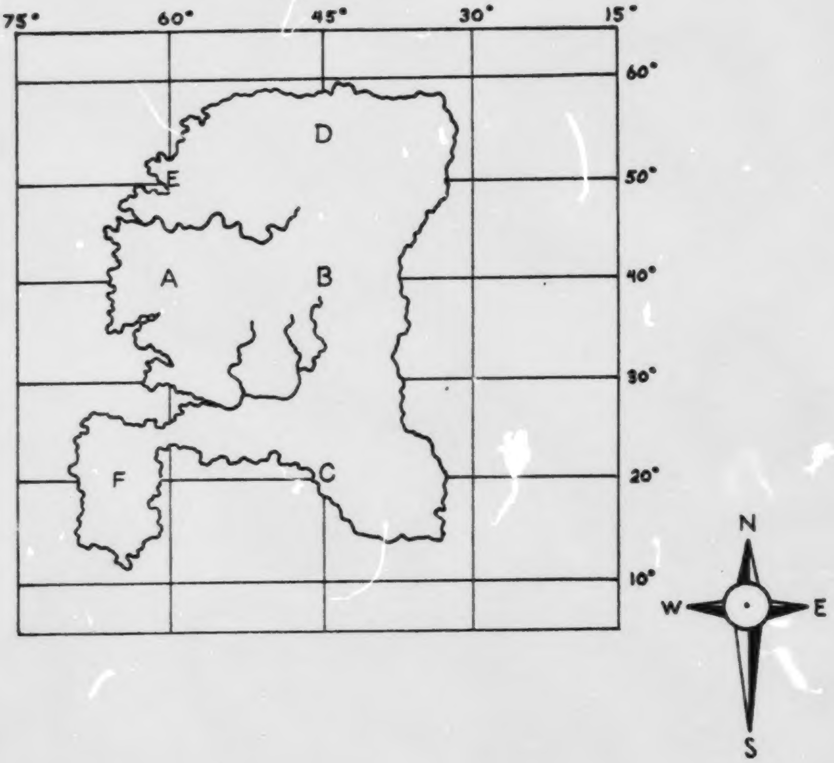
USING A LATITUDE/LONGITUDE GRID: LESSON 59

On the diagram below, a map of a make-believe country has been drawn on a latitude/longitude grid.

Remember that the lines running horizontally across the grid are called the parallels, or *latitude lines.* The lines running vertically up and down the grid are called meridians, or *longitude lines.*

All of this make-believe country is north of the equator and west of the prime meridian.

Match the letters on the map with the latitude/longitude readings on the next page. The first one has been done to help you get started.



Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

USING A LATITUDE/LONGITUDE GRID: LESSON 59

Page 2

1. 40° N. Lat., 45° W. Long. _____B_____

2. 40° N. Lat., 60° W. Long. ___________

3. 20° N. Lat., 45° W. Long. ___________

4. 50° N. Lat., 60° W. Long. ___________

5. 55° N. Lat., 45° W. Long. ___________

6. 20° N. Lat., 65° W. Long. ___________

This is the end of Lesson 59.

Name ______________________________

Class ______________________________

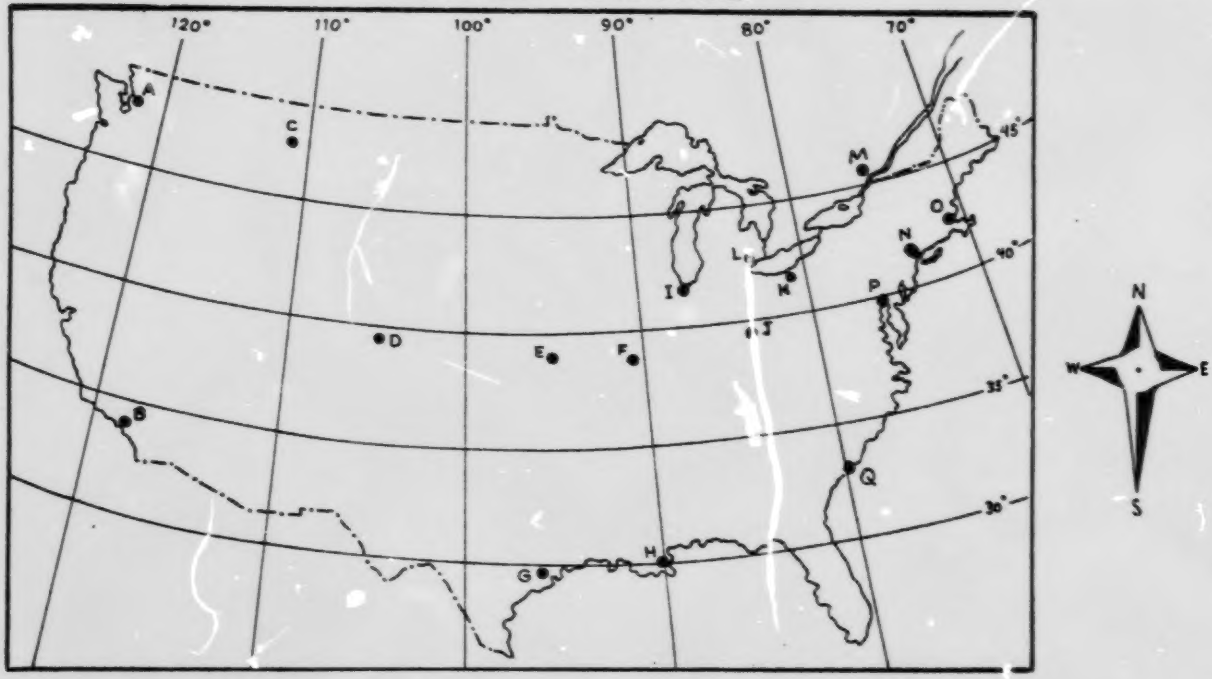
USING A LATITUDE/LONGITUDE GRID: LESSON 60

The map of the United States on this page has regularly spaced lines running from top to bottom (meridians) and from side to side (parallels). Everything on this map is north of the equator and west of the prime meridian.

Each dot on the map stands for a city. The dots are identified by letters. The cities represented by the dots are listed below.

A. Seattle
B. Los Angeles
C. Great Falls
D. Denver
E. Kansas City
F. St. Louis
G. Houston
H. New Orleans
I. Chicago
J. Cincinnati
K. Cleveland
L. Detroit
M. Montreal
N. New York
O. Boston
P. Baltimore
Q. Charleston

THE UNITED STATES



Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Locating Places on a Map

Name ______________________________

Class ______________________________

USING A LATITUDE/LONGITUDE GRID: LESSON 60

Page 2

Look at the map carefully and answer questions 1-8.

What are the latitude and longitude of:

1. Cleveland ______________________________

2. Montreal ______________________________

3. Great Falls ______________________________

What cities are located at:

4. 30° N. Lat., 96° W. Long. ______________________________

5. 34° N. Lat., 118° W. Long. ______________________________

6. 42° N. Lat., 88° W. Long. ______________________________

7. Which *one* of these cities is located at 90° west longitude? ____________

   J. Cincinnati F. St. Louis E. Kansas City H. New Orleans

8. Which *two* of these cities are located at 39° north latitude?

   ____________ ____________

   J. Cincinnati D. Denver B. Los Angeles L. Detroit

This is the end of Lesson 60.

Name ______________________________

Class ______________________________

UNDERSTANDING MAP SYMBOLS: LESSON 61

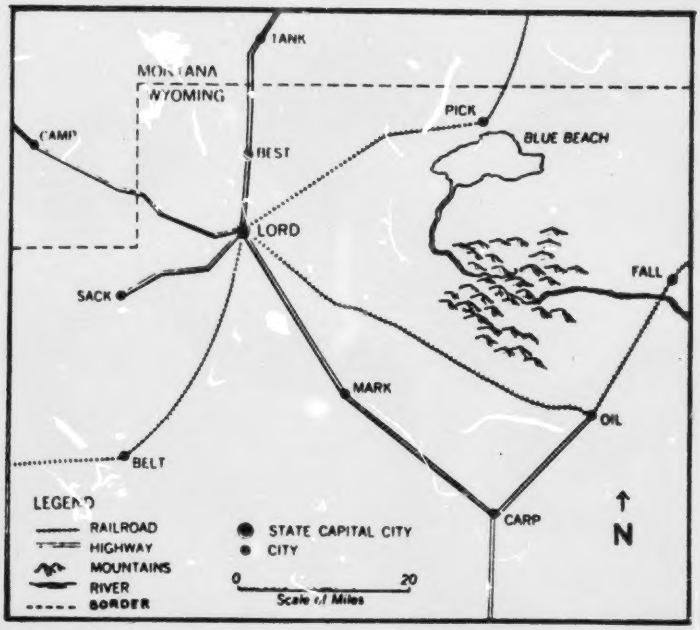
Mapmakers often use little drawings, or *symbols*, to mark the locations of things in order to save space. The meaning of the symbols is usually explained somewhere on the map.

The part of the map that tells what the symbols mean is called the *legend*.

Mapmakers also use special symbols to show the population of cities and towns.

Many symbols are uniform; they can be found on any map. Some maps have special symbols of their own.

Study the map below. Look carefully at the legend, which shows what the symbols mean. Then answer questions 1-10 on the next page.


TANK
MONTANA
WYOMING
PICK
BLUE BEACH
CAMP
BEST
LORD
FALL
SACK
MARK
OIL
BELT
CARP
N
LEGEND
RAILROAD
HIGHWAY
MOUNTAINS
RIVER
BORDER
STATE CAPITAL CITY
CITY
0
20
Scale of Miles

Go on to the next page of this lesson.

GEOGRAPHIC SKILLS/Reading Symbols on a Map

Name ______________________________

Class _____________________________

UNDERSTANDING MAP SYMBOLS: LESSON 61

Page 2

1. Which of the towns shown is a capital city? ___________

   A. Lord

   B. Carp

   C. Fall

2. What symbol on the map shows a boundary between two states? ___________

   A. ____________

   B. - - - - - - - - - - - -

   C. ++++++++++++++++

3. Which town is nearest to a lake? ___________

   A. Best

   B. Pick

   C. Oil

4. What is the highway distance between Lord and Carp? ___________

   A. 20 miles

   B. 45 miles

   C. 60 miles

5. Which of these towns does *not* have the use of a railroad? ___________

   A. Belt

   B. Best

   C. Pick

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING MAP SYMBOLS: LESSON 61

Page 3

6. All of these towns are in Wyoming *except:* ____________

   A. Camp

   B. Sock

   C. Belt

7. Which state probably has more people? ___________

   A. Wyoming

   B. Montana

   C. Map does not give this information

8. If you traveled by train from Fall to Pick, you would have to pass through: ___________

   A. Belt

   B. Lord

   C. Carp

9. Imagine you are in a car traveling from Lord through Tank. After leaving Tank, in which direction would you be going? ___________

   A. North

   B. South

   C. East

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING MAP SYMBOLS: LESSON 61

Page 4

10. Which one of these statements is false? ___________

    A. No railroad line goes through both states.

    B. You can't go from Best to Oil by railroad.

    C. Pick is northeast of Lord.

This is the end of Lesson 61.

Name ______________________________

Class ______________________________

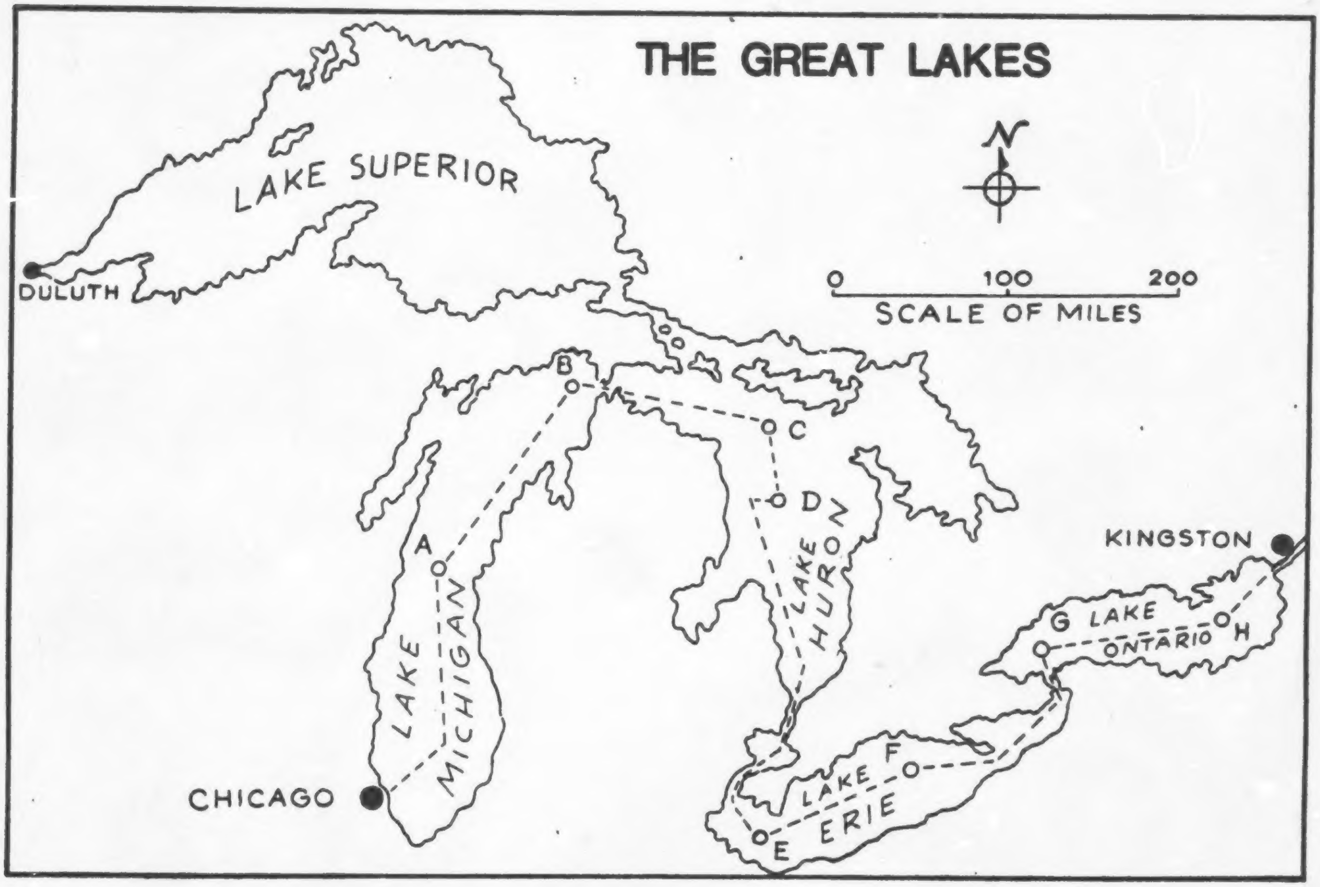
DISTANCE AND DIRECTION: LESSON 62

You will need a ruler for this exercise.

The map below shows the Great Lakes region. The Great Lakes form part of the boundary between the eastern United States and Canada.

From west to east, the names of the Great Lakes are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.

Notice that "N" (north) is at the top of the directional symbol, and that the city of Duluth is at the western tip of Lake Superior.


THE GREAT LAKES
N
0 100 200
SCALE OF MILES
LAKE SUPERIOR
DULUTH
B
C
D
A
LAKE HURON
LAKE MICHIGAN
KINGSTON
G
LAKE ONTARIO
H
F
LAKE ERIE
E
CHICAGO

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

DISTANCE AND DIRECTION: LESSON 62

Page 2

A scale of miles is included to help you determine distances. The scale of miles on this map is: 1 inch = 100 miles.

The broken line running along four of the Great Lakes represents the route a ship captain takes to go from Chicago to Kingston.

Using a ruler, find out how many miles it is from one point to another on this map. Fill in the blanks in questions 1-11. Then answer questions 12-15, which ask you to determine directions.

Distance

1. From Chicago to point A is ______________________ miles.

2. From point A to point B is ______________________ miles.

3. From point B to point C is ______________________ miles.

4. From point C to point D is ______________________ miles.

5. From point D to point E is ______________________ miles.

6. From point E to point F is ______________________ miles.

7. From point F to point G is ______________________ miles.

8. From point G to point H is ______________________ miles.

9. From point H to Kingston is ______________________ miles.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

DISTANCE AND DIRECTION: LESSON 62

Page 3

10. The total length of the trip by ship is ______________________ miles.

11. An airplane would fly from one point to another by a direct (straight-line) route. The trip by plane from Chicago to Kingston would be ______________________ miles.

12. In what general direction is Kingston from Chicago?

____

13. In what general direction is point E from point C?

____

14. In what direction is the ship going as it sails from point A to point B? ______________________________

15. Of the three cities shown on the map, which one lies farthest west?

____

This is the end of Lesson 62.

Name ______________________________

Class ______________________________

UNDERSTANDING MILEAGE SCALES: LESSON 63

You will need a ruler for this exercise.

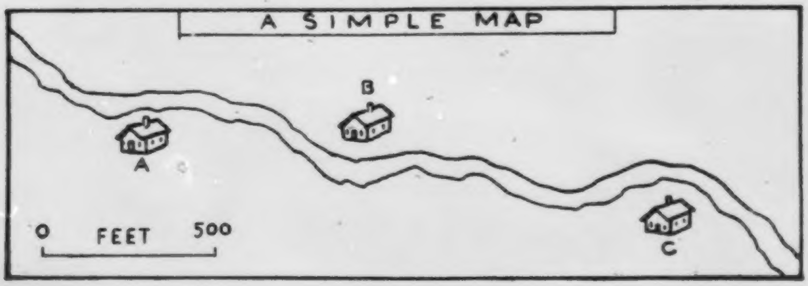
A map scale tells how many actual miles equal 1 inch on the map. In other words, the *scale* of a map tells us how actual distances compare with the distances shown on the map.

If you were to draw a map of your room, how big would you make it? Probably not as large as the room itself! If the room were 10 feet long and 8 feet wide, you might decide to draw your plan 10 inches long by 8 inches wide. In this case, your scale would be: 1 inch = 1 foot.

Before you can find distances on a map, you must know the scale of the map. On different maps, 1 inch may stand for different numbers of feet or miles.

The simple map below shows three houses along a river. The scale of miles for this map is: 1 inch = 500 feet. The distance between house A and house B is about 1 inch on the map. This means that the *actual* distance is about 500 feet.

Using a ruler, fill in the answers to the questions 1-4.



Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING MILEAGE SCALES: LESSON 63

Page 2

1. On this scale, 1/2 inch would be equal to ______________________ feet.

2. On this scale, 1/4 inch would be equal to ______________________ feet.

3. About how many inches is it from house B to house C?

   ______________________ inches.

4. About how many actual feet would this be?______________________ feet.

This is the end of Lesson 63.

Name ________________________________

Class ________________________________

UNDERSTANDING MILEAGE SCALES: LESSON 64

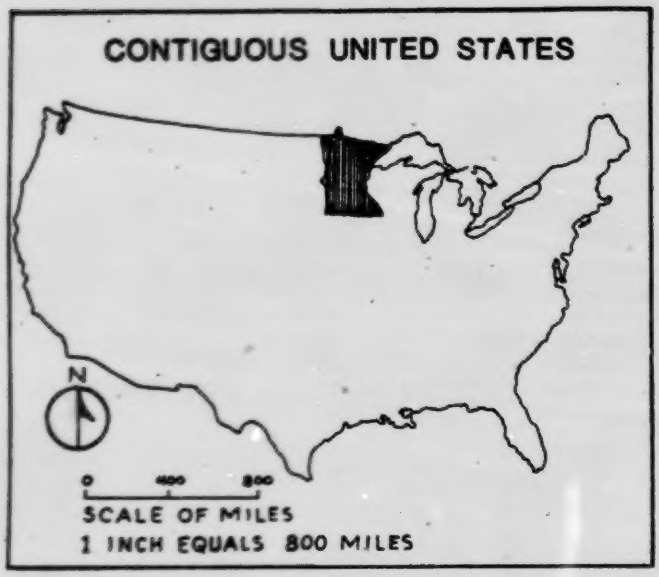
You will need a ruler for this exercise.

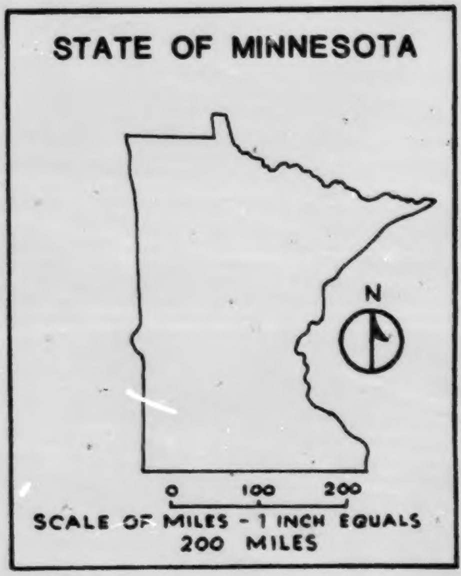
The map on the left below shows the 48 contiguous United States. The state of Minnesota has been darkened to make it stand out.

The map on the right below is of Minnesota alone, enlarged.

The scale of miles for each map is different. One inch is equal to a different number of miles on each map.

Study the maps and follow the directions on the next page to answer questions 1-4.


CONTIGUOUS UNITED STATES
N
0
400
800
SCALE OF MILES
1 INCH EQUALS 800 MILES


STATE OF MINNESOTA
N
0
100
200
SCALE OF MILES - 1 INCH EQUALS 200 MILES

Go on to the next page of this lesson.

Name ________________________________

Class ________________________________

UNDERSTANDING MILEAGE SCALES: LESSON 64

Page 2

Look at the Minnesota map and use the scale of miles on that map. With your ruler, measure along Minnesota's western border.

1. How long is Minnesota on the map? ______________________

2. How long would this be in miles? ______________________

Now look at the map of the United States and use its scale of miles. Measure Minnesota on this map.

3. How long is Minnesota on the U.S. map? ______________________

4. How long would this be in miles? ______________________

The answers to questions 2 and 4 should be about the same.

This is the end of Lesson 64.

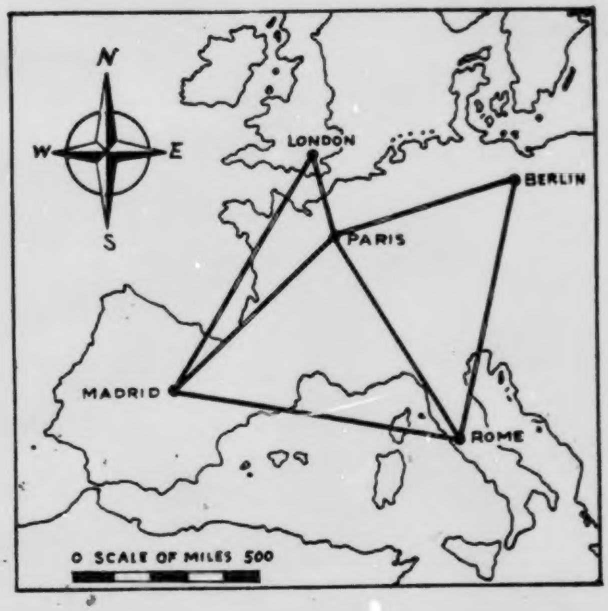
Name ______________________________

Class ______________________________

USING MILEAGE SCALES: LESSON 65

You will need a ruler for this exercise.

The map below shows a section of Western Europe. Five cities are shown on this map: London, Paris, Berlin, Madrid, and Rome. Look carefully at this map and its scale of miles. Then answer questions 1-4.


N
W
E
S
LONDON
BERLIN
PARIS
MADRID
ROME
0 SCALE OF MILES 500

1. London is about how many miles from Paris? ___________
   - A. 100
   - B. 225
   - C. 300

2. Madrid is about how many miles west of Rome? ___________
   - A. 600
   - B. 750
   - C. 900

Go on to the next page of this lesson.

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Name ____________________________

Class ____________________________

USING MILEAGE SCALES: LESSON 65

Page 2

3. Berlin is about how many miles northeast of Paris? __________
   - A. 300
   - B. 400
   - C. 500

3. Which cities are about the same distance apart as London and Madrid? ___________
   - A. Madrid and Rome
   - B. Paris and Berlin
   - C. Paris and Rome
   - D. Berlin and Rome

This is the end of Lesson 65.

Name ______________________________

Class ______________________________

DISTANCE AND DIRECTION: LESSON 66

You will need a ruler for this exercise.

The squared section below represents a section of the city Jim lives in. Jim participated in a "walkathon" to raise money for charity. Jim's house has been drawn on the map.

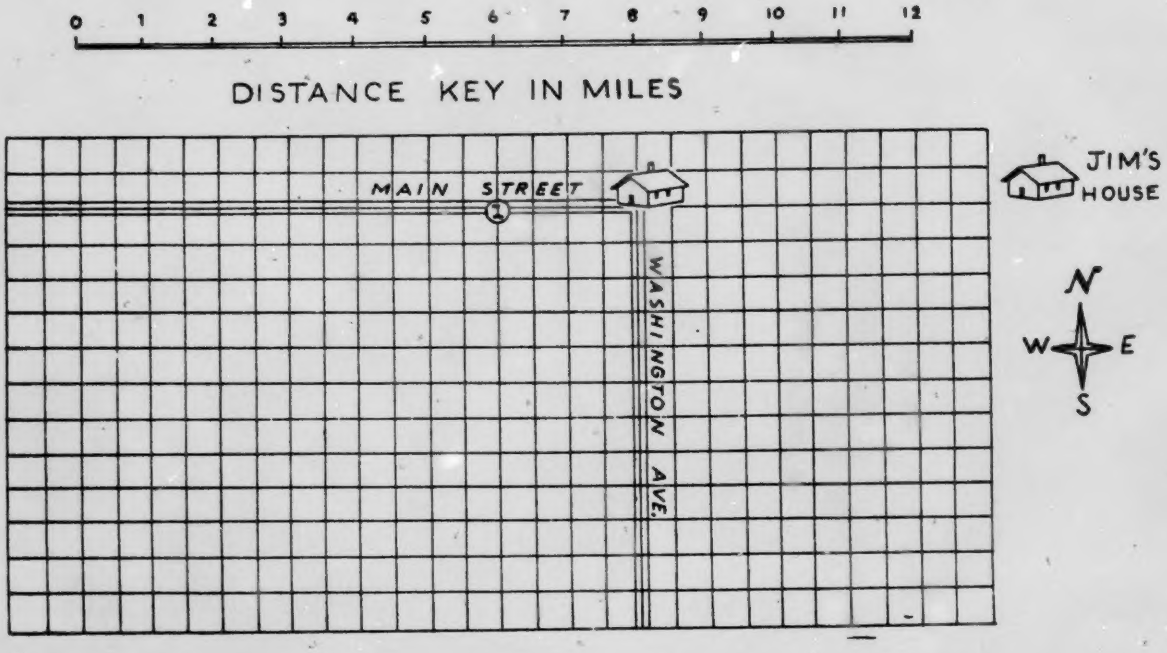
The circled number 1 represents the spot where the walkers gathered.

Following the step-by-step instructions on the next page, use the "Distance Key in Miles" and the directional symbol to draw out the route laid out for the walkers. (Part of Main Street and part of Washington Avenue have been drawn in to help you get started.)

Write in the number of the instruction at each "stop."

Draw a heavy line along the lines of the grid to represent the route.

Write in the names of the streets and avenues as you go.



Name ______________________________

Class _____________________________

DISTANCE AND DIRECTION: LESSON 66

Page 2

1. From Jim's house to the gathering place for the walk, go 2 miles west on Main Street.
2. Continue west on Main Street for 4 miles to Grand Avenue.
3. Go south on Grand for 2 1/2 miles to Expressway.
4. Go east on Expressway for 5 miles to Elm.
5. Go north on Elm Street for 1 mile to La Salle.
6. Go east on La Salle for 1 mile to Washington Avenue.

How far and in what direction must Jim walk to get back to his house?

___________miles ___________direction

This is the end of Lesson 66.

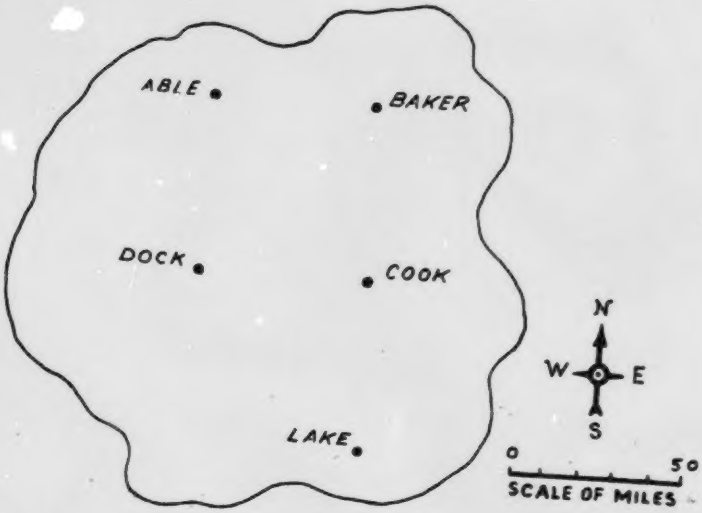
Name ______________________

Class ______________________

DISTANCE AND DIRECTION: LESSON 67

You will need a ruler for this exercise.

The rough map below shows five towns. Look carefully at the mileage scale and directional symbol. Then answer questions 1-13.



Distance

What is the *distance* from:

1. Able to Baker? ____________miles
2. Baker to Cook? ____________miles
3. Cook to Dock? ____________miles
4. Dock to Able? ____________miles
5. Baker to Lake? ____________miles
6. Able to Lake? ____________miles

Go on to the next page of this lesson.

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Name ______________________________

Class _____________________________

DISTANCE AND DIRECTION: LESSON 67

Page 2

Direction

In what *direction* is:

7. Baker from Able? ____________
8. Cook from Dock? ____________
9. Dock from Cook? ____________
10. Cook from Baker? ____________
11. Able from Lake? ____________
12. Baker from Dock? ____________
13. Lake from Able? ____________

This is the end of Lesson 67.

4. EVALUATING INFORMATION (LESSONS 68-88)

This group of lessons gives students practice in using critical-thinking skills. They are organized into six subskill areas: (1) identifying facts and opinions, (2) recognizing points of agreement and disagreement, (3) recognizing bias, (4) identifying primary and secondary sources, (5) assessing the reliability of sources, and (6) identifying inconsistencies.

These lessons are generally hard for junior high students, and teachers may find that many students will need to do most of the lessons.

There are at least two lessons for every subskill. Some skills may require several lessons for mastery.

Lessons 68-72 require students to use coins.

Name ______________________________

Class ______________________________

RECOGNIZING FACTS: LESSON 68

You will need a coin for this exercise.

A *fact* is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin *face down* on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America" are printed on this side of the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I, The words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coins are *facts*? ________________

This is the end of Lesson 68.

Name ______________________

Class ______________________

RECOGNIZING FACTS: LESSON 69

You will need a coin for this exercise.

A *fact* is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin *face up* on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small.

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are *facts?* ______________

This is the end of Lesson 69.

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Name ______________________

Class ______________________

RECOGNIZING OPINIONS: LESSON 70

You will need a coin for this exercise.

An *opinion* is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin *face down* on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America" are printed on the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I. The words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coin are *opinions?* ______________

This is the end of Lesson 70.

Name ______________________________

Class ______________________________

RECOGNIZING OPINIONS: LESSON 71

You will need a coin for this exercise.

An *opinion* is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin *face up* on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small.

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are *opinions?* ________________

This is the end of Lesson 71.

Name ____________________

Class ____________________

SEPARATING FACT FROM OPINION: LESSON 72

You will need a coin for this exercise.

Remember that a *fact* is known to be true. An *opinion* is a belief that may or may not be true. Facts are statements with which almost everyone would agree. People often disagree about opinions.

Hold the coin in your hand and look at each side. Below is a list of statements about the coin. Each statement is identified by a letter. Read the statements and answer questions 1 and 2 by filling in the letters of the statements.

A. The coin is too small.
B. The coin has writing on both sides.
C. The coin has a face on only one side.
D. The coin is too thick.
E. The coin is flat.
F. The words "United States of America" are printed on the coin.
G. The value of the coin is printed on it.
H. Some of the words are near the edge of the coin.
I. The coin is nice to look at.
J. The person on the coin is a man.

1. Which of these statements about the coin are *facts?* ____________

2. Which of these statements are *opinions?* ____________________

This is the end of Lesson 72.

Name ______________________________

Class ______________________________

ANALYZING CONFLICTING STORIES: LESSON 73

When two or more people look at the same thing. they often come away with different ideas about what it is like. When they tell others about what they see, their stories might sound very different. Here's how two different people might tell about visiting a strange city:

ALICE: "Downtown Cowtown is a sight to thrill any visitor. Huge buildings line the streets. Everywhere the sightseer looks there are giant skyscrapers, some nearly 200 feet high, reaching toward the clouds."

FREDA: "The trip through downtown Cowtown is a bummer. The city is full of old, dirty buildings. Nowhere in the city is there a building more than 200 feet high."

Would you want to visit Cowtown? If you believed Alice, you might. If you believed Freda, you probably would not. When two people give you conflicting descriptions of something, how do you know what to believe?

One way is to look for some things that *both* people say are true. If several different people agree that a statement is true, you probably can believe it. But if one person says that something is true and another person insists that it is not true--that is, if people disagree about something--you cannot be so sure that it is true.

If you went to visit Cowtown, you might have fun or you might have a lousy time. But you could be pretty sure that you would see some buildings 200 feet high in Cowtown. Both Alice and Freda agreed that some buildings were about that tall.

The following example shows how two people's stories about the same thing can sometimes be very different.

Bronco, an 11-year-old boy, came running into the kitchen. Blood was running from his mouth and nose. He spat a big mouthful of blood in the sink. His front teeth had been knocked out, and they came out when he

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

ANALYZING CONFLICTING STORIES: LESSON 73

Page 2

spat. The teeth bounced around the sink and slithered down the drain. Bronco's clothes were torn and his arms were scratched.

Right behind him came Bertha, Bronco's 13-year-old sister. Her right eye was blackened. Blood ran from deep scratches on her cheek that had been made by someone's fingernails. Dirt was smeared all over her face.

"My goodness!" cried their mother. "What happened?"

Bronco pointed at Bertha and cried, "She started it!" At the same time, Bertha pointed at Bronco and shouted, "He started it!"

"All right, all right," said their mother. "You two get cleaned up, and then both of you come and tell me what happened."

Bronco's Story

"We were walking down to the 7-11 store to get milk. You gave us a dollar, and we were going to get ice cream with the money left over. When we were almost to the store, Bertha said we would get some stupid old candy instead. Then she smashed me in the mouth with her fist and started kicking me and jumping on me."

Bertha's Story

"When we were almost to the 7-11, Bronco gets this bright idea to get ice cream. We always get candy with the change. When I said that we would get candy again, he grabbed for the dollar I was carrying. He bumped his nose on my elbow. Then he reached up and scratched me on the face. He tripped me and I fell on top of him. When we were trying to get up he punched me right in the eye with his fist."

Go on to the next page of this lesson.

EVALUATING INFORMATION/Recognizing Points of Agreement and Disagreement

Name ______________________________

Class ______________________________

ANALYZING CONFLICTING STORIES: LESSON 73

Page 3

Listed below are eight statements about the fight. If a statement is true according to *both* Bronco's and Bertha's stories, circle the word "Agree." If the two stories disagree about a statement, circle the word "Disagree."

1. Agree Disagree Bertha started the fight by punching Bronco.

2. Agree Disagree Bronco started the fight by scratching Bertha.

3. Agree Disagree The fight happened near the store.

4. Agree Disagree The fight started because of an argument over what the kids should buy with the change left over after they bought the milk.

5. Agree Disagree Bertha punched Bronco in the mouth with her fist.

6. Agree Disagree Bertha was carrying the money.

7. Agree Disagree Bronco tripped Bertha.

8. Agree Disagree Bertha jumped on Bronco.

This is the end of Lesson 73.

Name ______________________________

Class ______________________________

ANALYZING CONFLICTING STORIES: LESSON 74

Here are two stories about one football game that might have been written in a school newspaper.

BEARS EASILY WHIP LIONS, 35-28

Last night the Bears and Lions played a game that was really over by the end of the first half. By halftime, the Bears had built up a 35-0 lead. In the second half, the Bears relaxed and took it easy. The only points that the Lions could score came on four touchdowns in the last half. The Bears looked like a strong team and were in control of the entire game.

LIONS' POWER NEARLY UPSETS BEARS

Last night the Lions completely outplayed the Bears in the second half and nearly won the game. The Lions' magnificent rally barely fell short as the Bears eked out a 35-28 victory. The Lions made several costly mistakes in the first half and found themselves behind 35-0 at halftime. In the second half, the Lions scored four touchdowns good for 28 points while the Bears were held scoreless. The end of the game found the Bears hanging on, desperately trying to keep the powerful Lions from scoring the tying touchdown.

On the next page are six statements about the game. If a statement is true according to both newspaper stories, circle the word "Agree." If the stories disagree about the statement, circle the word "Disagree."

Go on to the next page of this lesson.

Name ________________________________

Class ________________________________

ANALYZING CONFLICTING STORIES: LESSON 74

Page 2

1. Agree Disagree The score was 35-28.

2. Agree Disagree The Bears were the better team.

3. Agree Disagree The Lions were the better team.

4. Agree Disagree The score at halftime was 35-0.

5. Agree Disagree The Lions scored 28 points in the second half.

6. Agree Disagree It was easy for the Bears to beat the Lions.

This is the end of Lesson 74.

Name ______________________________

Class ______________________________

IDENTIFYING STATEMENTS OF FEELING: LESSON 75

When people make statements, either spoken or written, they are trying to tell other people something. Usually writers and speakers think carefully about their subjects before they make statements. But sometimes people become emotionally involved in the subjects that they are making statements about. If people have very strong feelings about a subject, they may make statements that they would not make if they were thinking carefully. For example, consider how some people are speaking in the following incident:

> The score was tied 3 to 3 in the last inning of the district championship seventh-grade baseball game. There was a runner on third base. There were two outs.
>
> It was Joe's turn to bat. He was nervous. If he could just get a base hit--any kind of base hit--he could drive in the winning run and his school would win the championship.
>
> The pitcher wound up and threw. Joe swung and hit the ball. It bounced slowly to the shortstop.
>
> Joe took off for first base. He was sure he would make it before the shortstop could throw the ball to the first baseman. Joe ran. The shortstop threw. It was a close play.
>
> "Out!" yelled the umpire.
>
> Joe ran back to the umpire. "But, Ump, I hit the base and took three steps before the ball hit the first baseman's glove! Couldn't you see that? You can't see anything! You're blind as a bat! You should be sent to the salt mines and never be allowed to come out!"

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

IDENTIFYING STATEMENTS OF FEELING: LESSON 75

Page 2

> The first baseman snickered over his shoulder and said, "Aw, shut up, crybaby, we had you out by six feet."

How could two people involved in the same play make statements that are so different? Joe said he beat the throw by three steps--yet, the first baseman said that the throw beat Joe by six feet.

The answer is that both players had very strong feelings about the play. Joe wanted very badly to get to first base. The first baseman wanted very badly to get Joe out. This caused them to say things that they would not have said if they had thought carefully before they spoke.

Consider the other things Joe said about the umpire. Did he really mean them? Of course not. Joe knew that the umpire could see. The statements "You can't see anything" and "You're blind as a bat" came out of his strong feelings. When people speak or write about subjects that they feel very strongly about, they may say things that are not exactly true.

Here are seven statements made by students about their schools. Read each one. If you think a statement was made after careful thinking about the subject, circle the word "Thinking." If you think the speaker's strong emotions about the subject are behind the statement, circle the word "Feeling."

1. Thinking Feeling I go to Washington, and it's the best school in the world.

2. Thinking Feeling Lincoln students are tops.

3. Thinking Feeling Our school has more magazines in its library than any other school in our town.

Go on to the next page of this lesson.

Name ________________________________

Class _______________________________

IDENTIFYING STATEMENTS OF FEELING: LESSON 75

Page 3

4. Thinking Feeling I went to Jefferson last year, and they have the stupidest social studies teachers in the world.

5. Thinking Feeling There are so many kids in my school that it's like a zoo.

6. Thinking Feeling My school has more students than any other junior high in the district.

7. Thinking Feeling Our lunches are the world's worst.

This is the end of Lesson 75.

Name ____________________

Class ____________________

IDENTIFYING STATEMENTS OF FEELING: LESSON 76

People have strong feelings about many social issues. One of these issues is the rights that 18-year-old people should have. Some people believe that 18-year-olds should be able to do anything that adults do. Others believe that people should wait until they are 21 before they are permitted to do anything that adults can do.

Below are five statements about this subject. If the statement seems to have been made after careful thought, circle the word "Thinking." If the statement seems to come from strong emotions, circle the word "Feeling."

1. Thinking Feeling Most 18-year-old people today have gone to school for more years than their parents did.

2. Thinking Feeling It will ruin our country if we let those sloppily dressed 18-year-old punks vote.

3. Thinking Feeling If 18-year-olds are allowed to drink beer and liquor, we will have more drinking drivers on our highways.

4. Thinking Feeling If 18-year-olds are old enough to fight in wars for their country, they are old enough to vote.

5. Thinking Feeling No 18-year-old kid has enough sense to know how to vote.

This is the end of Lesson 76.

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Name ______________________________

Class ______________________________

RECOGNIZING PRIMARY SOURCES: LESSON 77

Information can be obtained from one of two kinds of sources: primary and secondary.

A *primary source* is a firsthand or original source. A primary source can be a person (for example, an eyewitness to an event), a document (for example, a letter or birth certificate), or an audiovisual record (for example, a tape recording, motion picture, or photograph).

Suppose you wanted to find out what you were like when you were five years old. You could use many sources of information. Eight of them are listed below. Some of them could provide you with firsthand information about what you were like as a five-year-old; others could not. Look carefully at this list and circle the letters next to the primary sources of information.

A. Family photographs of your fifth birthday party

B. A photograph of your father when he was five years old

C. A drawing of your family tree

D. A tape recording of your fifth birthday party

E. A diary written by one of your parents during the year you were five

F. A story you wrote about yourself when you were in the sixth grade

G. A report about you written by your kindergarten teacher

H. A picture you drew in kindergarten

This is the end of Lesson 77.

Name ______________________________

Class ______________________________

RECOGNIZING PRIMARY SOURCES: LESSON 78

A *primary source* is a firsthand or original source of information.

A primary source of information about an event might be a person who was present at the time and remembers what happened. Or it might be a report written during or just after the event by an eyewitness. A film, photograph, or tape recording of an event would also be a primary source.

Suppose you wanted to find out what your family was doing on the day before you were born. You might try to get information from a number of people. Eight of them are listed below. Some of them might have firsthand information about what you want to know; others would probably not have firsthand information. Circle the letters in front of all the people who might be primary sources.

A. Your parents

B. Your grandparents

C. An older brother or sister

D. Your best friend, who moved into town last year

E. An uncle or aunt

F. Your social studies teacher

G. A neighbor who has lived next door to your family for 20 years

H. Your kindergarten teacher

This is the end of Lesson 78.

Name ______________________________

Class ______________________________

RECOGNIZING SECONDARY SOURCES: LESSON 79

A *secondary source* provides secondhand information. Any information that is not obtained from a primary, or original, source is said to come from a secondary source.

Suppose you hear that there has been a fight in the school cafeteria. If the person who told you about it actually saw the fight, that person is a primary source of information. But if that person heard about it from some other person who supposedly saw the fight, you are getting information about the fight from a secondary source.

As you can imagine, a secondary source is not likely to be as reliable as a primary source. However, certain kinds of information are difficult or impossible to obtain from primary sources. For example, suppose you wanted to write a report about how cave men lived. Since the cave men did not use written language as we know it, no primary-source documents are available. Methods of recording events on film and tape had not been invented when the cave men lived, and there certainly are no surviving eyewitnesses. In doing research for your report, you would have to use secondary sources.

You don't have to go back as far as the cave men to find situations in which it is difficult to use primary sources. If you wanted to find out something about your own great-great-grandparents, for example, you might not find many living people who remember them. You would probably have to rely in part on secondary sources.

On the next page is a list of sources that you might use to find information about your great-great-grandparents. Circle the letters in front of all the secondary sources.

Go on to the next page of this lesson.

EVALUATING INFORMATION/Identifying Primary and Secondary Sources

Name ______________________________

Class ______________________________

RECOGNIZING SECONDARY SOURCES: LESSON 79

Page 2

A. Photographs of your great-great-grandparents

B. Letters written by your great-great-grandparents

C. Your Aunt Susie, who didn't know them but has heard a lot of stories about them

D. Newspaper clippings about your great-great-grandparents' wedding and funerals

E. An article in a current historical magazine about the town where they lived

F. Your grandmother, who used to spend summers at your great-great-grandparents' house when she was a little girl

G. A painting of your great-great-grandmother, done from a photograph of her

This is the end of Lesson 79.

Name ______________________________

Class ______________________________

RECOGNIZING SECONDARY SOURCES: LESSON 80

A *secondary source* provides secondhand information. Information that was not obtained from a primary, or original, source must have come from a secondary source.

One example of a secondary source is a book review; the primary source is the book itself. Another example of a secondary source is a newspaper columnist's summary of an important speech; the speech itself is the primary source.

Suppose you were writing a class report about people's views on income tax reform. One night you watch a television talk show on which Senator Smart is discussing this issue. You hear the senator say, "I think income tax loopholes ought to be abolished." The next morning you read a newspaper account of the senator's remarks. The headline reads: "Senator Smart Calls for Abolishing Income Tax."

The television talk show was a primary source of information. You saw and heard the senator state his opinion. The newspaper headline was a secondary source because you were getting Senator Smart's views secondhand--the headline writer was telling you (incorrectly, in this case) what he thought the reporter said he heard the senator say.

Although it is usually better to use primary sources, it is not always easy or even possible. For example, many people are interested in finding out about their ancestors. They might want to know when their ancestors first came to this country and where they lived before they came here. If your ancestors came here a very long time ago, there is probably no one living who remembers when they came or where they came from. You would have to use a lot of secondary sources.

However, remember that primary sources are not always human beings. Documents and various kinds of legal papers can be primary sources too, if they were made during the lifetimes of the people you are looking for information about.

Go on to the next page of this lesson.

EVALUATING INFORMATION/Identifying Primary and Secondary Sources

Name ______________________________

Class ______________________________

RECOGNIZING SECONDARY SOURCES: LESSON 80

Page 2

Some sources of information you might use to try to find information about your ancestors are listed below. Circle the letters in front of the secondary sources.

A. A ticket used by your great-great-grandfather that shows where and when the ship he arrived on began and ended its trip

B. Your Uncle Harry, who remembers that his grandmother told him where the family lived back in the old country

C. Birth certificates that show when and where some of your ancestors were born

D. A family history written by your cousin

E. A family-tree quilt made by your great-aunt

F. Your grandfather, who remembers some of the records of births, deaths, and marriages in the old family Bible, which was destroyed in a fire 40 years ago

This is the end of Lesson 80.

EVALUATING INFORMATION/Identifying Primary and Secondary Sources

Name ______________________________

Class ______________________________

DISTINGUISHING BETWEEN TYPES OF SOURCES: LESSON 81

Information can be obtained from one of two kinds of sources: primary and secondary.

Suppose you've been hearing a lot of talk about a big fight after school yesterday. Sometimes you heard that it was a fistfight. Some people said that one kid stabbed another. Other people said that there really wasn't a fight.

When you get home, you tell your parents about the fight and they want to know exactly what happened. They ask you to tell them what you know. They also want to know who told you about the fight. They want to know who actually had firsthand information about the fight.

You tell your parents each of the following things:

_____1. You first heard about the fight from the kid who has his locker next to yours. He heard that there was a big fight.

_____2. A little later in the day, your best friend (who rides the school bus with you) told you he heard that one of the kids was stabbed.

_____3. Between classes you heard some more stories from kids who were sure that someone was stabbed.

_____4. At lunchtime there was much talk of the fight. One of your friends who stayed after school for wrestling practice didn't actually see a fight.

_____5. Another friend who stayed after school for math makeup said he heard a lot of noise from the football field, but he didn't actually see a fight.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

DISTINGUISHING BETWEEN TYPES OF SOURCES: LESSON 81

Page 2

_____6. The fight was discussed in your afternoon classes. Many of the kids who rode the bus home with you insisted that someone was stabbed after school.

_____7. One teacher said that when he left school there weren't any kids around and no one was fighting.

_____8. After school you talked to the school bus driver, who also works at the school as a janitor. He said he didn't see a fight when he came back to work at the school after driving the bus.

_____9. As you are talking with your parents, two more of your friends come over. They said that as they had walked home last night they had seen two boys pushing each other around on the football field. No one was hurt.

_____10. Your parents call the school principal. She says she thinks there was a small fight after school, but that to her knowledge there was no stabbing.

Go back over the list of people who said something about the fight. Print a capital "P" in the space before each one who had firsthand information. Print an "S" in front of each one who didn't have firsthand information. The people you identified with a "P" are primary sources. The ones you identified with an "S" are secondary sources.

This is the end of Lesson 81.

Name ____________________

Class ____________________

DISTINGUISHING BETWEEN TYPES OF SOURCES: LESSON 82

Imagine that a famous person has had an auto accident. You are on a jury that is trying to decide whose fault the accident was. Many people are willing to tell you what they know about the accident. However, only some of these people will be helpful to you in your job of deciding who is guilty.

You and the other members of the jury decide that only the people who have firsthand information will be helpful to you. Your job is to decide which of the following people can provide firsthand information.

Identify the people below who have firsthand information (primary sources) with a "P." Identify people who don't have firsthand information (secondary sources) with an "S."

_____1. The famous person who had the accident is willing to tell you his side of the story.

_____2. The person who was driving the other car is willing to tell her side of the story.

_____3. A person who read about the accident in the paper is willing to talk with you about it.

_____4. The son of the famous person is willing to talk with you even though all he knows is what he has heard from his parents.

_____5. A truck driver who came upon the accident as the cars were being towed away will tell all he knows.

_____6. A person who was waiting to cross the street where the accident happened will tell what she saw.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

DISTINGUISHING BETWEEN TYPES OF SOURCES: LESSON 82

Page 2

_____7. A person who was driving right behind the famous person will talk with you.

_____8. Many people who watched news films on TV that showed the cars after the accident want to talk.

_____9. A policeman who was called to the accident after it happened is willing to talk.

_____10. A girl who was hitchhiking near the accident scene will tell what she saw.

This is the end of Lesson 82.

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Name ________________________________

Class ________________________________

UNDERSTANDING RELIABILITY: LESSON 83

You can usually be fairly sure that information is accurate if it comes from a *reliable source*.

When you are presented with two or more statements that contradict one another, it is safest to believe the statement that comes from the most reliable source. It is the one most likely to be true.

How can you tell whether a source is reliable? One way is to ask yourself the questions listed below.

--Is the statement based on demonstrated *facts*, or on someone's personal *opinion?* (See Lessons 68-72.)

--Is the statement based on careful *thought* or on strong *feelings?* (See Lessons 75 and 76.)

--Does the statement generally *agree* with information from other sources? Or does it *disagree* with most statements about the same subject from other sources? (See Lessons 73 and 74.)

--Did the information in the statement come from a *primary source* or from a *secondary source?* (See Lessons 77-82.)

--Does the person making the statement have *something to gain* by saying something that may not be true? Is the statement designed to *influence* you to do something--for example, vote for someone or buy a product?

--Was the information in the statement collected *recently*, or is it likely to be *out of date?*

--Is the statement *complete?* Or has important information been *left out* of the statement?

--Does the source of the information have a *good track record?* Has it been reliable in the past? Does it have a reputation for honesty and accuracy?

Go on to the next page of this lesson.

Name ______________________________

Class _____________________________

UNDERSTANDING RELIABILITY: LESSON 83

Page 2

Suppose you are getting dressed to go to school and you want to know how cold it is outside. You have five sources of information:

A. The weather forecast in yesterday's newspaper, which says that the temperature is not expected to get any warmer than 10 degrees above zero today.

B. Your father, who has just come in from trying to get his car started. He says, "Brrr! It must be 10 below zero out there."

C. Your brother, who is trying to get you to promise to deliver his paper route after school. He says, "The sun's coming out. It looks as though it's going to warm up a lot today."

D. The thermometer mounted outside the kitchen window, which reads 15 degrees above zero.

E. Your mother, who reports that the milkman told her it was 5 below zero.

1. Which source of information may not be reliable because the person making the statement wants to *influence* you to do something?_________

2. Which source may not be reliable because it is not *up to date?*_________

3. Which source may not be reliable because it is not original--because the information is *secondhand?* __________

4. Which source may not be reliable because the information in the statement is based on personal *opinion* rather than on demonstrated *fact?*__________

5. Which source of information is likely to be the most reliable?__________

This is the end of Lesson 83.

Name ______________________________

Class ______________________________

SELECTING THE MOST RELIABLE SOURCE: LESSON 84

If you want the best possible information, you should go to the most *reliable* source you can find.

Review the list of questions to ask yourself about reliability in Lesson 83. Then choose the best answers to questions 1-5 below.

1. If you want to know how many yards Tom gained rushing in last night's football game, the best source of information is ___________

   A. The sports page of the newspaper

   B. Tom's girlfriend

   C. The captain of the opposing team

2. Suppose your class is planning a trip to Washington, D.C., and you want to know whether you can tour the White House on a certain day. What would be the best way of finding out this information? ___________

   A. Ask a teacher who used to live in Washington several years ago

   B. Ask the principal what he or she thinks

   C. Write or telephone the White House

3. If you are thinking about buying a certain book as a present for your sister but you're not sure she would like it, what is the best way to find out? ___________

   A. Read a review of the book written by a literary critic

   B. Look for an advertisement for the book and see what it says

   C. Borrow a copy of the book from a friend or from the library and read some of it yourself

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

SELECTING THE MOST RELIABLE SOURCE: LESSON 84

Page 2

4. If you want to know whether the food in a certain restaurant is good, the best person to ask would be ___________

   A. Someone who ate there a couple of years ago

   B. Someone who ate there last week

   C. The owner of the restaurant

5. Suppose you are registering at a new school and you want to know how to find the guidance counselor's office. You stop several students in the hall and ask for directions. Which of the sources below is probably *not* reliable? ___________

   A. Sally, who tells you to walk up the stairs and look for the second door on the left

   B. Doug, who says the guidance counselor's office is upstairs in Room 203

   C. Rick, who tells you to keep going down the hall past the library, turn right, and take the first door on the right

   D. Carla, who tells you to go up the stairs and look for Room 203

This is the end of Lesson 84.

Name ______________________________

Class ______________________________

SELECTING THE MOST RELIABLE SOURCE: LESSON 85

Suppose you have saved up enough money to buy a new three-speed bike. You want to make sure you get a good one.

First you look at the ads in a cycling magazine. The three ads that appeal to you most are for models made by Raleigh, Schwinn, and Huffy.

The Raleigh ad says: "Every Raleigh bicycle comes from a famous family of pure competition-bred champions."

The Schwinn ad says: "More Style--More Quality--Your Best Buy in Bikes. If it's quality and performance you want in your next bike . . . make Schwinn your choice."

The Huffy ad says: "Huffy bikes ride like the wind on a price that's a breeze. It's packed with features, built to last, sharply styled."

Next you ask your friend, who owns a Schwinn, what he thinks. He thinks that Schwinns are the best. He says that Raleighs are no good because they are made in England, and his father says that things made in England are no good. He thinks Huffys stink; he says they're cheap.

Then you ask your neighbor, who works in a Schwinn bike shop. He tells you that Schwinns and Raleighs are about equal in quality. He says they are both well made and will not need much repair. He doesn't think much of Huffys.

Finally you look in a magazine called *Consumer Reports*. This magazine rates all kinds of products, including bicycles. The people who work for the magazine buy different brands of a product and test them all to see which one works best. Then they write about the good and bad points of all the brands. The magazine does not try to sell products, and it does not have ads for any products.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

SELECTING THE MOST RELIABLE SOURCE: LESSON 85

Page 2

After *Consumer Reports* tested three-speed bikes, it published a list ranking them in order of quality. The bike at the top of the list ranked best overall; the bike at the bottom of the list ranked the worst. The list looks like this:

Raleigh Superbe

Raleigh Sports

Royal Scot

Schwinn Speedster

Sears

Huffy Sportsman

Ward's Hawthorne

Western Flyer

Columbia Sports Tourist

Rollfast Ultralight

Iverson Grand Touring

You now have four sources of information about bikes: (A) the ads in the cycling magazine, (B) your friend, (C) your neighbor, and (D) *Consumer Reports* magazine.

1. Which source would you trust the most? ____________
2. Which source would you trust the next-most? ____________
3. Which is the third-most-reliable source? ____________
4. Which source would you trust the least? ____________

This is the end of Lesson 85.

Name ______________________________

Class ______________________________

SELECTING THE MOST RELIABLE SOURCE: LESSON 86

Imagine that your neighbors have asked you to go with them to Canada. They are going to visit someone in Thunder Bay, Ontario, which they describe as "a big city near Minnesota." Their children would like you to go so they will have someone their age to do things with. Before you decide to go, you figure it would be a good idea to find out something about the place.

One of your teachers has been to Canada, so you ask him about it. He tells you that it is the most lonely, quiet place he has ever been. In fact, he didn't see another person for three days. He also says that there were so many bugs that he almost got bitten to death, and that it rained all the time. Then you find out that the only time he was in Ontario was when he took a canoe trip.

After talking with your teacher, you get a travel booklet written by the Ontario Department of Tourism. In this book you find that Ontario is "a fresh, clean, sparkling place of unlimited space and warmth of welcome."

In the *Encyclopedia Americana* you find some information about Thunder Bay. It says, "Tourists are attracted to the area in increasing numbers. Facilities for hunting and fishing, winter sports, and boating supply year-round diversion." You also find that Thunder Bay is "a port city in northwestern Ontario, Canada."

You now have three sources of information about Thunder Bay, Ontario: (A) your teacher, (B) the tourist booklet, and (c) the *Encyclopedia Americana*. Each one gives you a different idea about what Ontario is like.

1. Which source do you think is the most reliable?____________

2. Which sources do you think are not quite so reliable? ____________

This is the end of Lesson 86.

Name ______________________________

Class ______________________________

UNDERSTANDING CONSISTENCY: LESSON 87

Sometimes when people speak or write, they make statements that are *inconsistent* with other statements they have made.

Suppose you meet a friend on the street and he says to you, "Good morning. It certainly is a beautiful day. The weather is miserable."

You probably would feel confused. How can it be a beautiful day if the weather is miserable? You wouldn't know which of the two statements he meant. His statements are *inconsistent*. If one is true, the other can't be true.

Suppose you meet another friend and he says, "Good morning. It certainly is a beautiful day. The weather is very pleasant."

Those statements are *consistent*. They could both be true. If it is a beautiful day, the weather is probably pleasant.

Below are ten pairs of statements. Imagine that both statements in each set were made by the same person. Circle the letter "C" in front of the set if the two statements are consistent with one another. Circle the letter "I" if the two statements are inconsistent with each other.

1. C I "George is a nice guy. I can't stand him."

2. C I "I'll have another cookie. I need to lose weight."

3. C I "Don't forget to wake me at 6 o'clock. I want to get to school early."

4. C I "Please open a window. It feels chilly in this room."

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

UNDERSTANDING CONSISTENCY: LESSON 87
Page 2

5. C I "Let's go see that new movie at the Star Theatre tonight. I hear it's really good."

6. C I "I expect to get a good grade on the history test. I didn't study for it at all."

7. C I "I've decided to ask Kathy to go to the party with me. I really like her."

8. C I "I want to save some money to buy Christmas presents. I think I'll look for an after-school job."

9. C I "You did excellent work on this paper. I'll give you a D."

10. C I "My parents are really mean. They let me do anything I want to."

This is the end of Lesson 87.

Name ______________________________

Class ______________________________

RECOGNIZING INCONSISTENCY: LESSON 88

Review the explanations of consistency and inconsistency in Lesson 87. Then read the story below and answer the questions that follow.

Snidely Mealmouth was trying to get elected to the school board. Before the election he spoke to many different groups of people. Each time he spoke he tried to say things that would make that group of people vote for him.

When he spoke to the taxpayers' association, he said: "Friends, you and I know that taxes are too high. Much of the money that you pay for taxes goes to run the schools. If we want taxes to go down, the schools must spend less. Many things that the teachers do are just a waste of money. The amount of money that the schools spend must be reduced by 25 percent."

He said this to the teachers in the school district: "You teachers are doing a wonderful job. I am aware that teachers in this district have problems. Salaries are too low. If I am elected, I will make sure that teachers are paid more money. We must also have stricter control over students so that it is easier for you to teach."

To the parents, he said: "Our schools must do a better job for your kids. We must have more courses and more interesting material. Too many kids are goofing off, so we must have more adults in the schools to watch the kids more closely."

To the students, he said: "You poor kids have one heck of a time here in this place. Our schools should be much better. The courses in this school are boring. We should have more teachers and smaller classes with more films and more games. This place is like a prison. You are good kids, and students should have more freedom. So go home and tell your folks to vote for me."

Go on to the next page of this lesson.

Name ____________________________

Class ___________________________

RECOGNIZING INCONSISTENCY: LESSON 88

Page 2

Listed below are eight pairs of statements that Mr. Mealmouth made in his speeches. If the two statements are inconsistent with one another, circle the letter "I". If the two statements are consistent with each other, circle the letter "C."

C I 1. "Many things that teachers do are just a waste of money."
"You teachers are doing a wonderful job."

C I 2. "Too many kids are goofing off."
"You are good kids."

C I 3. "We must have more courses and more interesting materials."
"The classes in this school are boring."

C I 4. "We must have stricter control over students."
"We must have more adults in the schools to watch the kids more closely."

C I 5. "The amount of money that the schools spend must be reduced by 25 percent."
"We must have more adults in the schools to watch the kids more closely."

C I 6. "The amount of money that the schools spend must be reduced by 25 percent.

Go on to the next page of this lesson.

Name ______________________________

Class ______________________________

RECOGNIZING INCONSISTENCY: LESSON 88

Page 3

"We should have more teachers and smaller classes with more films and more games."

C I 7. "Many things that teachers do are just a waste of money."
"The classes in this school are boring."

C I 8. "We must have more adults in the schools to watch the kids more closely."
"Students should have more freedom."

This is the end of Lesson 88.

ANSWER KEY

Lesson 1

1. A
2. C
3. A
4. C
5. B
6. C
7. B
8. B
9. A
10. B
11. A
12. C
13. B
14. B
15. B

Lesson 2

1. A
2. C
3. B
4. B
5. C
6. B
7. C
8. B
9. A
10. B
11. B
12. A
13. A
14. B

Lesson 3

1. C
2. A
3. B
4. B
5. A
6. C
7. C
8. A
9. C
10. A

Lesson 4

1. A
2. B
3. A
4. C
5. C
6. 94, 179
7. Feast of Ramadan
8. Birthday of the Moon
9. Holiday of Tabernacles, Holiday of Seven Weeks, Holiday of First Fruits
10. Paine
11. 72, 73
12. Treason
13. 58, 175, 185, 193
14. Vulture

Lesson 5

1. 35, 55, 127, 160
2. 1
3. 34
4. Fort Cumberland or Fort Detroit
5. Fort Duquesne
6. C
7. A
8. 110
9. 142, 144
10. Lake Agassiz, Lake Bonneville
11. 3
12. 7
13. 4
14. Mound builders
15. B

Lesson 6

1. 98
2. 12
3. 12
4. C
5. 80
6. Weapons
7. A
8. 114-115
9. Interviewing
10. C
11. Political opinion forming
12. C
13. B
14. C
15. C

Lesson 7

1. B
2. A
3. A
4. C
5. C
6. C
7. C
8. B
9. B
10. B
11. A
12. C
13. True
14. C
15. C

Lesson 8

1. A
2. C
3. C
4. A
5. C
6. A
7. B
8. Bronze Age
9. Aryan
10. Cryptography
11. C
12. No
13. A
14. C

Lesson 9

1. C
2. A
3. C
4. B
5. A
6. C
7. A
8. C
9. B
10. C

Lesson 10

1. True
2. True
3. True
4. True
5. True
6. True
7. True
8. True
9. False
10. True
11. True
12. "What Makes a Successful Family?"
13. M.T. Bloom
14. *Reader's Digest* (Read Di)
15. 121-124
16. May 1973 (My '73)
17. "Acquisition and Testing of Gestural Signs in Four Young Chimpanzees"
18. R.S. Fouts
19. *Science*
20. 978-980
21. June 1973 (Je '73)
22. B

Lesson 11

1. "Car Fumes Answer Blues Charges"
2. *U.S. News (and World Report)*
3. 106-108
4. June 11, 1973 (Je 11 '73)
5. No
6. "Jazz Comes Back!"
7. H. Saal and A. Kuflik
8. *Newsweek*
9. 50
10. 1977
11. "How Can Mom and Dad Do This to Me?"
12. A. Sheedy
13. *Seventeen*
14. Yes
15. 242 and 243, plus others
16. A
17. "S"
18. B
19. "C"

Lesson 12

1. January
2. February
3. March
4. April
5. May
6. Ju
7. July
8. August
9. September
10. October
11. November
12. December
13. B
14. "Media Monster: Podnik the Terrible"
15. D. Rhodes
16. *International Wildlife* (Int Wildlife)
17. September 1977
18. No
19. Alphabetical
20. Subjects/authors
21. False
22. False
23. It is illustrated (has pictures)
24. False
25. Publication date, volume number, page number(s)
26. (Any four) title of article, author, name of magazine, volume number of magazine, page number(s), whether there are illustrations, publication date

Lesson 13

1. True
2. True
3. True
4. True
5. True
6. True
7. True
8. True
9. True
10. False
11. True
12. B
13. C
14. A
15. A
16. B
17. C
18. B
19. A

Lesson 14

1. C
2. B
3. A
4. A
5. Title card
6. Robert Penn Warren
7. "R"
8. "W"
9. Author card
10. Katherine B. Shippen
11. *Portals to the Past*
12. Archaeology
13. 1963
14. "S"

Lesson 15

1. McKern, Sharon S. and Thomas W.
2. *Tracking Fossil Man*
3. 1970
4. 573 Mc
5. Praeger
6. Title card
7. "T"
8. "M"
9. Anthropology, Paleontology
10. Author card
11. Subject card
12. Title card
13. Subject card
14. *When They Burned the White House.*
15. Andrew Tully
16. 1961
17. Simon & Schuster
18. "T"
19. "W"

Lesson 16

1. Dictionary
2. Encyclopedia
3. Almanac
4. Dictionary
5. Encyclopedia
6. Almanac
7. B
8. C
9. B
10. A

Lesson 17

1. Dictionary, encyclopedia
2. Atlas
3. Encyclopedia
4. Dictionary
5. Atlas
6. Encyclopedia
7. B
8. A
9. C
10. B

Lesson 18

1. "Growth of National Parks in the United States"
2. "Year," "Number"
3. U.S. National Park Service
4. 1976
5. 1930
6. Heart disease
7. 19.5%
8. 26,960
9. True
10. 4
11. False
12. C

Lesson 19

IMMIGRATION TO THE UNITED STATES
1820-1970

Continent or Area		Number
Europe		35,704,302
Asia		1,519,235
South and North America		7,469,589
Africa		76,473
Australia and New Zealand		99,401
Pacific Islands		23,049
Not specified		270,589
	Total	45,162,638

Source: U.S. Immigration and Naturalization Service, 1971

Lesson 20

1. Title
2. Source
3. Date
4. Numbers and statistics
5. Into rows and columns
6. Column head
7. World War II
8. 1662
9. World War II
10. Korean War
11. 5
12. 1976
13. 11,550

Lesson 21

ROD CAREW'S MAJOR-LEAGUE BATTING RECORD
1975-1977

Year	Runs	Home Runs	Batting Average
1975	90	14	.359
1976	97	9	.331
1977	128	14	.338

Source: Minnesota Twins, 1977

Lesson 22

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. Vertical
9. Millions
10. 10
11. 1920
12. 15 million
13. 20
14. 1930, 1940
15. U.S. Department of Agriculture

Lesson 23

1. Horizontal
2. Russian, Spanish
3. True
4. 1977
5. B
6. Horizontal
7. South, West
8. East
9. Midwest
10. True

Lesson 24

(Check students' graphs)

1. 9
2. 6
3. 12
4. 8

Lesson 25

1. Vertical
2. False
3. True
4. 1939
5. 3
6. True

Lesson 26

1. Mexico
2. Mexico
3. Philippines, Korea
4. U.S. Census Bureau
5. Horizontal
6. A key was provided in the lower-right part of the graph

Lesson 27

(Check students' graphs)

Lesson 28

1. B
2. C
3. E
4. A
5. D
6. F
7. G
8. H
9. 1970
10. $50.00
11. 1970, 1975
12. True
13. Gallup Poll
14. B

Lesson 29

1. Higher
2. 1925, 1935

Lesson 30

1. (Check students' graphs)
2. Graph A: April and May are missing from the horizontal axis; 1 and 3 are missing from the vertical axis

   Graph B: 1925 is missing from the horizontal axis; the intervals between years are not equal

   Graph C: 3, not 2.5, should follow 2 on the vertical axis; 1820 is missing from the horizontal axis
3. Equal
4. Horizontal
5. Vertical
6. 0
7. Trends
8. Grid
9. Curve

Lesson 31

1. Upward
2. 1955
3. 1965
4. More
5. Five
6. Million
7. Physicians, surgeons
8. Upward
9. Surgeons
10. 1968, 1970
11. About $25,00

Lesson 32

(Check students' graphs)

Lesson 33

75%	___
50%	1/2
25%	1/4
10%	1/10
5%	___

___	50%	1/2
___	33 1/3%	1/3
___	25%	1/4
.60		
___	10%	1/10

1. 5
2. $1.00, $1.00, $.50
3. $.50
4. 50%

Lesson 34

(Check students' graphs)

1. 6
2. 14
3. 3
4. 75%
5. No
6. $1.00

Lesson 35

___	___	___
___	50%	___
___	25%	___
___	10%	___
3.33	___	___

1. Clothing
2. 50%
3. 25%
4. 50%
5. 75%
6. $5.00, $2.50, $2.50
7. 3
8. Dan
9. Jim
10. Dan
11. Jim
12. How allowances were spent

Lesson 36

___	___	___
___	25%	___
___	12 1/2%	___
___	33 1/3%	___
___		___

1. 24
2. 7
3. Sleeping, school
4. True
5. Sleeping, eating, recreation
6. No

Lesson 37

1. $
2. ☠
3. ✝
4. ♀ ♂
5. 👼 ♁
6. Snowmobiling
7. Swimming
8. Bicycling
9. Skiing

Lesson 38

1. Democratic party
2. Republican party
3. Justice or a fair trial
4. Peace
5. United States

Lesson 39

A. 5, 12
B. 1, 8
C. 3, 7
D. 2, 4
E. 10

Lesson 40

1. Elephant, donkey, American flag
2. American flag
3. Election
4. He can't make up his mind which party to vote for
5. B

Lesson 41

1. Water pollution
2. It is covered with oil
3. A

Lesson 42

1. Sexual discrimination in employment
2. Man
3. C

Lesson 43

1. War
2. The world
3. The economic costs of war
4. War damages, military costs, etc.

Lesson 44

1. He watches too much television
2. The influence of TV violence on children
3. From watching television

Lesson 45

1. Poor educational performance
2. Parents, schools
3. Diploma, graduation cap

Lesson 46

1. They are being threatened by "The Human Appetite"
2. The conflict between the increasing demand for products and services and the dwindling supply of earth's natural resources

Lesson 47

1. C
2. D
3. A
4. B
5. E
6. G
7. F

Lesson 48

(Check students' work)

Lesson 49

1. South
2. West
3. North
4. East
5. School
6. Store
7. Railroad station
8. East
9. Southwest/northeast
10. Northwest
11. F
12. T
13. T
14. T
15. F

Lesson 50

1. L
2. M
3. I
4. H
5. G
6. B
7. D
8. E
9. F

Lesson 51

1. F
2. B
3. E
4. A
5. C
6. G

Lesson 52

1. Central City
2. Park
3. Railroad station

Lesson 53

(Study sheet--no answers required)

Lesson 54

(Study sheet--no answers required)

Lesson 55

1. (Check students' work)
2. A, D, E
3. B, C, F
4. (Check students' work)
5. A, D, E
6. B, C, F

Lesson 56

1. (Check students' work)
2. A
3. B
4. (Check students' work)
5. C, D, F
6. A, B, E

Lesson 57

1. ---
2. D
3. A
4. E
5. C

Lesson 58

1. ---
2. 40° N. Lat., 105° W. Long.
3. 50° S. Lat., 135° W. Long.
4. 20° N. Lat., 45° W. Long.
5. 30° N. Lat., 165° W. Long.
6. 10° S. Lat., 135° W. Long.

Lesson 59

1. ---
2. A
3. C
4. E
5. D
6. F

Lesson 60

1. 42° N. Lat., 81° W. Long.
2. 46° N. Lat., 75° W. Long.
3. 47 1/2° N. Lat., 111° W. Long
4. Houston
5. Los Angeles
6. Chicago
7. H
8. J, D

Lesson 61

1. A
2. B
3. B
4. B
5. B
6. A
7. C
8. B
9. A
10. A

Lesson 62

1. 150
2. 125
3. 115
4. 50
5. 215
6. 100
7. 125
8. 100
9. 50
10. 1,030
11. 550
12. Northeast
13. South
14. Northeast
15. Duluth

Lesson 63

1. 250
2. 125
3. 1 1/2
4. 750

Lesson 64

1. 2
2. 400
3. 1/2
4. 400

Lesson 65

1. B
2. B
3. C
4. D

Lesson 66

1 1/2, north

Lesson 67

1. 40
2. 50
3. 50
4. 50
5. 100
6. 120
7. East
8. East
9. West
10. South
11. Northwest
12. Northeast
13. Southeast

Lesson 68

A, D, E, F, H, I

Lesson 69

A, B, E, F, H, I

Lesson 70

B, C, G, J

Lesson 71

C, D, G, J

Lesson 72

1. B, C, E, F, G, H, J
2. A, D, I

Lesson 73

1. Disagree
2. Disagree
3. Agree
4. Agree
5. Disagree
6. Agree
7. Disagree
8. Disagree

Lesson 74

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Agree
6. Disagree

Lesson 75

1. Feeling
2. Feeling
3. Thinking
4. Feeling
5. Feeling
6. Thinking
7. Feeling

Lesson 76

1. Thinking
2. Feeling
3. Thinking
4. Feeling
5. Feeling

Lesson 77

A, D, E, G, H

Lesson 78

A, B, C, E, G

Lesson 79

C, E, G

Lesson 80

B, D, E, F

Lesson 81

1. S
2. S
3. S
4. P
5. P
6. S
7. P
8. P
9. P
10. S

Lesson 82

1. P
2. P
3. S
4. S
5. S
6. P
7. P
8. S
9. S
10. P

Lesson 83

1. C
2. A
3. E
4. B
5. D

Lesson 84

1. A
2. C
3. C
4. B
5. C

Lesson 85

1. D
2. C
3. B
4. A

Lesson 86

1. C
2. A, B

Lesson 87

1. I
2. I
3. C
4. I
5. C
6. I
7. C
8. C
9. I
10. I

Lesson 88

1. I
2. I
3. C
4. C
5. I
6. I
7. C
8. I

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